

FAY

Summer 2021

MAGAZINE



In this issue:

Alumni Reflections on Public Speaking

Groundbreaking on Fay's New Center for Creativity & Design

Commencement 2021



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Fay Magazine

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Head's Notebook

You Can If You Will

The rapid development of the COVID-19 vaccine was an astounding accomplishment that represents the pinnacle of innovation and collaboration for the common good. This shining example of creative problem solving reinforces how important it is for us to nurture these essential cognitive skills and character strengths in our students—regardless of their particular interests and talents—so they will become adults who make a positive difference in the world, no matter what endeavors they choose to undertake.

In a more personal way for all of us at Fay, the past year provided a prolonged test of our school motto, *You Can If You Will*. As you will read in the following pages, we successfully provided a comprehensive, challenging, and engaging educational experience throughout the school year, whether students attended in-person, via live-stream, or asynchronously. This achievement was the result of thoughtful planning, deliberate implementation, and tremendous shared effort—all in the context of collective will.

We may think of willpower as being synonymous with self-control, but will is much more complex. Will begins with commitment to a worthy goal and is sustained by steadfast determination. It depends upon continuous effort, stamina, and resilience, yet it also requires flexibility and agility. Will is not the same as stubbornness or arrogance; rather, open-mindedness and humility are necessary to adjust plans and change course in order to succeed. Will enables us to be strategic and goal-oriented, helping us withstand setbacks, look beyond temporary pressures, and make disciplined decisions that keep us moving toward our larger purpose.

You Can If You Will is a powerful affirmation of the realistic optimism that is borne of agency. It reminds us not to waste precious time on wishful thinking or blind faith and to focus, instead, on acting with intention to address what is in our control. Despite the many difficulties and challenges during the past year, we have been encouraged to see that maintaining confidence in our ability to affect the outcome of our efforts does indeed help us achieve the best possible result.

—Rob Gustavson





MAKING LEARNING PERSONAL

by Daintry Duffy Zaterka '88



When crafting curriculum, Fay teachers know that one size does not fit all—and that students thrive when they can make personal connections to the class material.

This year, students in seventh and eighth grade English have explored Shakespearean plays, classic novels, poetry, and award-winning topical fiction. For the final reading experience of the year, English teacher Dan Roy told his students that they could choose any book they wanted as long as they connected its themes to another work they had read in class. The opportunity to pick their own book was motivating to Dan's students. Seventh grader Ivy Taylor chose *House of Hollow*, a horror mystery by Krystal Sutherland, and the novel inspired Ivy to draw a portrait of one of the characters and share it with the author. To Ivy's delight, the author wrote back, and they discussed the book and Ivy's art! Being able to select the book deepened Ivy's interest in the work: "Being able to choose made me want to read the book more, and that made the project more enjoyable."

At Fay, students are encouraged to make a personal connection to their academic work. While there are rigorous standards and curricular objectives for each course, there is also recognition that when students find the work personally meaningful, it deepens the learning experience. "We don't want our students to feel like they are just doing rote learning," says Director of the Academic Program Julie Porrazzo. "We follow standards, but we can also be flexible. Our teachers have the autonomy to respond to the specific learners in their class, and we can set the students up for success to demonstrate their understanding in multiple ways."

Discovering Who They Are

Fay students are frequently encouraged to share who they are through their academic work. “We get to know our students as individuals,” says Julie, “and we give them opportunities to share their world and what they care about.” In the Primary School, for example, students considered the significance and meaning of names as part of their racial literacy curriculum. Throughout April, students explored stories about names through literature, art, and writing. In Morning Meeting, students were able to share their stories of how they got their names, and to celebrate their growing sense of self, each second grader shared a unique aspect of their name at the Primary Moving Up Ceremony in June. Hailey Cahill said, “I like my name because it sounds pretty, is unique, and makes me feel brave.”

Personal choice is also an important component of Lower School projects. When third graders researched and wrote biographies of historical figures and cultural icons that they admire, Hailey Liu decided to explore the life and work of William Shakespeare because she loves *Romeo and Juliet*, while Aurelia Perez and Rory Matlock both chose Ruby Bridges because they were impressed by her bravery. In sixth grade, students participate in the Letters for Change project, where they practice persuasive writing by identifying a real-world problem that they want to solve and crafting a letter to someone with the power to help. Students become invested in the topic because they are sending their letters to real people, and they are motivated to bring all their skills to bear on the work. Danny Warner wrote to Governor Charlie Baker about the problem of littering in Massachusetts, for example, while Emily Morgan wrote to the Director of Foster Care Support for DCF, advocating for changes that would increase the number of foster homes available for children in need. Reflecting on the project, Emily noted, “We got to choose an issue that we wanted to change, and we could make our voices heard even though we are only sixth graders.”

Upper School students made their own personal connections when they channeled their musical talents into writing protest songs this spring. After examining the history, songwriting, and seminal voices of six different eras of protest music, students researched topics for their own protest songs. Students learned about the issues, potential solutions to the problems, and other artists and songs that have addressed their topic. Students finished the term by writing music and lyrics and producing meaningful songs about issues ranging from climate change to gender stereotypes.

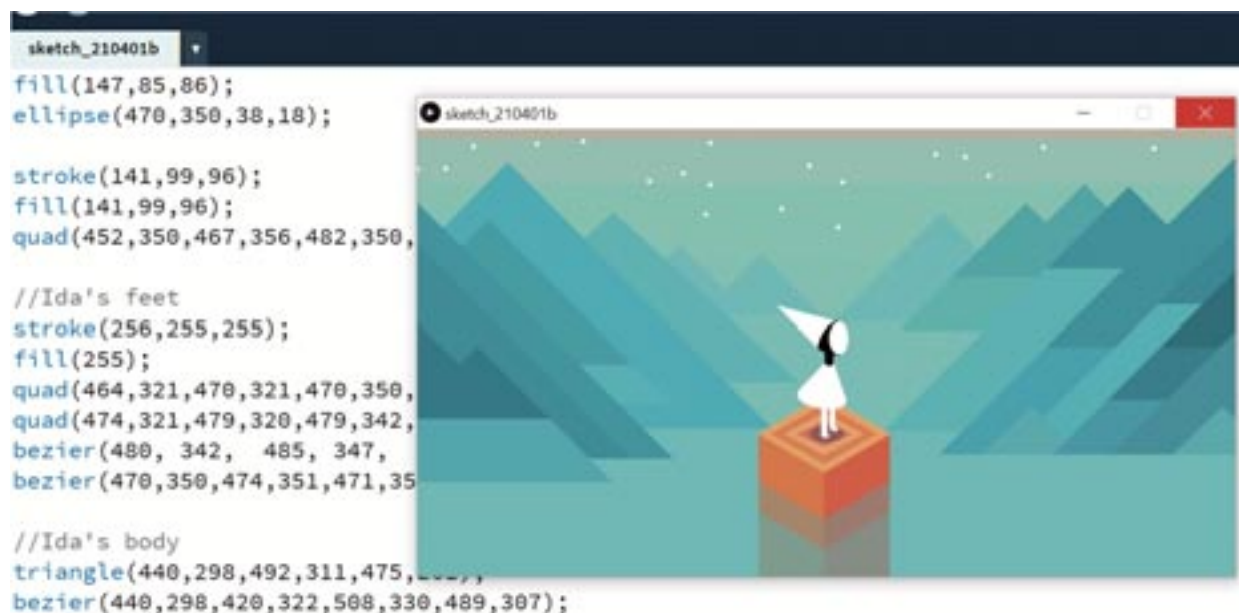




Showing How They Know

In recognition of their varying interests and strengths, Fay students often have a choice in how they demonstrate their understanding. In Extended Topics in Algebra and Geometry (ETAG), students read Hans Magnus Enzenberger's *The Number Devil*. The novel tells the story of a boy named Robert who hates math; each night, the number devil appears to Robert in his dreams and explains a mathematical concept in a funny and original way. Teacher Craig Ferraro asked his students to write and illustrate their own chapter to add to the book. While they had to mimic Enzenberger's style, students could write about any math-related concept that they wished. "ETAG students are some of the most independent math learners in the school, so I knew that opening it up for them to write about a mathematical topic of their choice would yield some amazing results," says Craig. In their chapter, students had to accurately explain their math concept using proper writing conventions, include three to four illustrations, replicate the writing style of *The Number Devil*, and most importantly, convey passion and joy for their topic. Students wrote chapters explaining various concepts from game theory to the coordinate plane and how the angles of a triangle work.

Other projects offer students the opportunity to choose the form that their work will take. After reading *Twelfth Night*, English teacher Richard Roberts gave his students three options for their final assessment. They could create a poster featuring a detailed character study, trace the usage of specific language throughout the play, or perform a monologue from the play and write about why they chose it. Julie Porrazzo explains, "Some teachers create a project plan for the year and make sure that there is a visual, audio, and written component, all of which meet the major curricular objectives."



Choosing Their Journey

Implicit in the Fay curriculum is the idea that education is a personal journey. In Upper School, math and world language classes are leveled to meet students where they are, and when possible, teachers incorporate opportunities for students to learn at their own pace. Eighth graders in Physical Science learned some basic programming to start the spring term but then transitioned into a self-paced environment where they could build on those skills at a comfortable rate. Students used Zulama, a project-based coding curriculum designed by the game design and computer science departments at Carnegie Mellon and MIT. "With Zulama, the kids can take coding as far as they want to go," says Physical Science teacher Eric Lane. "There's such a wide range of comfort level and ability with this topic that we wanted to be able to differentiate the instruction for each student."

Every year, students reflect on their journey through the annual Public Speaking and Scull Essay competitions. Starting in third grade, students write and deliver a speech every year. In Upper School, that tradition culminates in the Upper School Speech Finals. This year, the finalists shared compelling stories of moments in which they recognized moral courage—or felt its absence. The stories were personal, but relatable. Cami Hartigan '22 talked about struggling to break free from a peer group, and Delphi Lyra '21 discussed the importance of recognizing the humanity in people who do not share your point of view. Similarly, each year Upper School students take three to four weeks to write their Scull Essay, a personal narrative about a topic of their choosing. While the Speech Contest emphasizes a student's speaking voice, the Scull Essay cultivates and recognizes their writing voice. As a more private form of expression, the essay topics can be deeply personal, and students often reflect on their growth through the work.

Knowing How They Learn

Fay teachers recognize that it is equally important to find ways to personalize the assessment process and provide opportunities for students to reflect on their learning styles. In Primary and Lower School, students select assignments that they believe demonstrate noteworthy effort or growth to share with their parents at parent/teacher conferences. In Lower and Upper School, those conferences are student-led as students present their work and talk about their progress. This kind of reflection is helpful for both students and parents. “The conferences highlight how well the teachers know the students,” says Julie Porrazzo. “They know the students’ strengths and their areas of growth, and they can share anecdotes that underscore how well they know each student as a learner and an individual.”

Formal opportunities for self-assessment are complemented by the moments that emerge organically as students walk the halls and see their work on display. In Primary School, for example, students create self-portraits every month. The newest picture is placed over the previous ones on the wall. Students can often be found flipping through the portraits, marveling at how detailed, colorful, and accurate their drawings have become compared to their September attempts. Fast forward to ninth grade. This spring, in-person art and design shows for Advanced 3D Design and Advanced Studio Art were not possible, so each student created a gallery of their work within a class exhibit in Adobe Spark. Students shared images of the work they created along with written reflections about the challenges, successes, and growth they experienced along the way.



Alumni Reflections: Learning the Power of My Voice

by Daintry Duffy Zaterka '88

Fay graduates have the confidence to speak their mind, the poise to craft and deliver a compelling argument, and the confidence that their perspective has value.

Public speaking is more than a tradition at Fay—it's a community value. From the earliest years, each Fay student learns that they make a unique contribution when they share their thoughts and ideas with clarity and persuasion.

In Primary School, students are encouraged to stand up and present their work in class, share their perspectives during Morning Meeting, and make announcements at lunch. In Lower School, Fay's formal public speaking begins in third grade, when students start writing and delivering a speech each year in front of classmates and family.

By Upper School, students are ready to compete in the Speech Contest. Each year, the students write and deliver a speech in their English class, and the best speeches from each class are chosen to move onto the next round. The Upper School Speech Final is a true highlight of the school year, and without fail, the audience is inspired by the passion, thoughtfulness, character, and diverse perspectives represented in the final speeches. A panel of faculty judges selects the winner of the speech competition, who receives the Choate Public Speaking Award at Prize Day.

The impact of the public speaking program for students lasts well beyond their time at Fay. Fay graduates have the confidence to speak their mind, the poise to craft and deliver a compelling argument, and the confidence that their perspective has value. We reached out to previous Choate Award winners, and in the following pages, they reflect on the lessons learned and the lasting impact of Fay's public speaking program in their lives.





A Guiding Moment: Nilufer Gulal '17

2017 Choate Public Speaking Award

by Paul Abeln

When Nilufer Gulal recalls her time at Fay, she mentions her teachers, advisor, and peers, and she talks about the many friendships that are still going strong after graduation. When she first arrived at Fay from Bursa, in northwest Turkey, Nilufer knew that her time in a New England boarding school would change her, but she did not realize how much.

The single most pivotal moment for Nilufer during her time at Fay was the 2017 Speech Contest. Having grown in confidence and skill with English by that point, Nilufer knew it was time to educate the community on an issue that was deeply important to her: women's rights, especially those of Middle Eastern women.

"It was the guiding moment of my academic life," Nilufer recalls. "So much of what I have written and studied since then can be traced back to that speech."



Nilufer remains keenly aware, as she was when she delivered her speech at Fay, that sometimes people are uncomfortable hearing about these issues, but she has no intention of remaining silent.

When Nilufer moved on to Choate Rosemary Hall for secondary school, she focused on political science and economics with a specialization in Arabic and Middle Eastern Studies; her goal was to study the structural and root causes of women's domestic and professional struggles. In a particularly memorable Women's Studies course, Nilufer explored the female experience in Turkey in even greater depth, tapping into her own and her family's lived experience. Nilufer remains keenly aware, as she was delivering her speech at Fay, that sometimes people are uncomfortable hearing about these issues, but she has no intention of remaining silent. For Nilufer, change for women will only come through moral courage and frank discussion.

After graduating from Choate Rosemary Hall in 2020, Nilufer enrolled at Barnard College in New York City. Now a pre-law major, Nilufer continues to follow the path she can trace back to Fay's Speech Contest. "The structure of my classes and life at Fay started me on this path," she says. Determined to build her international experience and reach more women with her message, Nilufer plans to seek opportunities in nonprofits and organizations that focus on educating and liberating women. While she is not sure what exact direction her career will take, she looks back on Fay's public speaking program as a transformative moment when she learned just how powerful her voice could be.

Knowing Your Audience: Jonathan Shapiro '84

1981 and 1984 Choate Public Speaking Awards

As a trial lawyer, Jonathan Shapiro has mastered the art of speaking in a concise and compelling manner in the courtroom. The fact that Jonathan doesn't remember the topic of either of his Choate Award-winning speeches is proof that he always considered the substance to be secondary to the style. Today, when Jonathan stands in front of a jury to defend a pharmaceutical company from a shareholder lawsuit, he acknowledges that he is tapping into skills that he first started honing as a sixth grader at Fay.

Fay's speech contest taught Jonathan the value of communicating effectively in a limited amount of time. "I've been in front of judges and juries, and I can tell you that no one has ever felt sufficiently favorably about me, or my client, that they want me to talk for too long!" Fay

was where Jonathan first practiced conveying a direct, convincing, and engaging message in just 3-5 minutes. "It's like an elevator pitch," he says. "You need to respect other people's time, and you can't fit every great idea into your speech." Jonathan remembers writing his speech outline on cue cards, practicing constantly, and making delivery notes for himself on where to pause for



either applause or dramatic emphasis.

The Speech Contest is also where Jonathan first focused on winning over an audience, an essential skill for a trial lawyer. "It's important to engage quickly with the audience, draw them in, distinguish yourself, and bring a degree of animation that

will keep the audience entertained. Those are vocational skills." Today, Jonathan still

"It's important to engage quickly with the audience, draw them in, distinguish yourself, and bring a degree of animation that will keep the audience entertained."



carefully scripts his arguments and tailors his delivery to the audience. "When I am scripting an argument, I'll write cues to myself such as 'slow and repeat' if it's an older judge or the material is complicated."

Even if public speaking had not proven essential to his career, Jonathan believes that it's a valuable experience for any student. "Having an intense focus for a little part of the year on something like public speaking is an opportunity for you to find something that you may connect with," says Jonathan. "Or maybe you find that it's something that you're not very good at, and you can work on it and build a little confidence."

Stepping Into the Spotlight: Liz Travers Bronson '90

| 1989 Choate Public Speaking Award

Liz Travers Bronson remembers looking out from the podium into a sea of faces during the Speech Finals and running through a short checklist in her head: take a deep breath, speak slowly, make eye contact, and engage with the audience. She recalls being focused on sharing her experience, a speech she wrote about an on-campus emergency, with the audience and drawing strength from that. “I’m not a spotlight-seeking person, or someone who wants to be on a stage all the time,” says Liz, “but at a young age, I learned that public speaking is a core competency that I have.”

Liz describes her time at Fay as transformative. “I arrived at Fay insecure and unsure, and I didn’t really have a voice,” she recalls. “But through effort grades, being in classes with other motivated kids, and making amazing friendships that I still have today, I came out of my shell and found my voice.” Winning the speech contest in 1989 was a validation of that growing sense of confidence. “It was a notch in my belt that made me feel like I could compete.”

Liz notes that winning the speech contest in 1989 was a validation of her growing confidence. “It was a notch in my belt that made me feel like I could compete.”



After Fay, Liz went on to Nobles and Greenough School and then to the University of Wisconsin. With a master’s degree in education from Simmons University under her belt, Liz taught for two years in California before transitioning into the corporate world to work in human resources and recruiting. Eight years ago, she opened Liz Bronson Consulting, an HR consulting company based in Austin, Texas. Her company helps high-tech startups find the right people, builds HR and recruiting programs, and offers individual career coaching. Liz also co-hosts the bi-weekly *Real Job Talk* podcast, which covers “jobs, careers, and what isn’t said at the water cooler.”

Whether it is speaking at conferences, talking on her podcast, or appearing on a panel, public speaking has become a regular part of Liz’s work life. When asked whether she is comfortable with public speaking, she often jokes, “Yes, I

won the Fay Speech Contest!” Liz notes that using her voice to share her thoughts and ideas has become something she considers one of her strengths: “I think that seed was planted at Fay.”



Sharing What Matters: Anthony D'Angelo '15

2014 Choate Public Speaking Award

Public speaking clicked for Anthony D'Angelo in eighth grade at Fay, when he decided to write a speech about his height. "I was a pretty short kid, but I loved sports," he recalls, "so I wrote about how I was motivated by proving people wrong and why you shouldn't let other people dictate what you can do." Even though his speech was filled with self-deprecating humor, Anthony recognized that he was also sharing something very personal about himself with the community. "From listening to my speech, people who I didn't know well learned a lot about me and how I handle myself in sports or the classroom. It helped me become closer with a lot of people at Fay."

While Anthony has flash memories of that first experience getting up in front of a group at Fay whenever he has to give a speech, it is the lessons that he learned about the writing process that have had the most significant impact. "Fay placed a strong emphasis on the speech writing process," he recalls, "and I wouldn't be the public speaker that I am today if I hadn't gone through that process every year of



"I wouldn't be the public speaker that I am today if I hadn't gone through that process every year of learning how to draft, write, edit, and review my work."

learning how to draft, write, edit, and review my work."

At St. Mark's School, Anthony continued to connect with the school community through public speaking by giving a chapel talk, sharing a motivational speech with the student body before the Groton Day games, and presenting a speech at St. Mark's graduation as the class valedictorian. Anthony just completed

his junior year at Wake Forest, where he is a communications and philosophy double major, and as he slowly begins to test the internship and job market, he finds that his public speaking skills are a valuable asset. When asked about his strengths during job interviews, Anthony frequently cites his public speaking skills as a distinction that sets him apart from other candidates. "Fay laid that groundwork. Most kids don't get the opportunity to do much public speaking in middle school, so to have that as a primary focus in the curriculum is unique."



Finding Your Best Self: Jeremy Cramer '93

1992 and 1993 Choate Public Speaking Awards

Jeremy Cramer found that public speaking was a powerful way to define and articulate his belief system at Fay. Inspired by the experience of visiting a memorial in Israel to children killed in the Holocaust, Jeremy wrote his eighth grade speech about the impact of his first trip to Israel. "It was the first time that I was forced—in a good way—to do that kind of introspection and to think about what role I can play in making sure that horrific events like that don't happen again."

Of all the lessons that Jeremy drew from his first experience with the Speech Contest, the one that sticks with him happened after he had won. Another speech finalist was in Jeremy's home-room, and when Jeremy was named as the winner, he was so excited that he didn't acknowledge his classmate and fellow finalist. "I should have said something or given her a hug, and to this day, it still bothers me that I didn't make the right choice," says Jeremy. "There were so many lessons wrapped in that singular experience."

As a ninth grader and captain of the tennis team, Jeremy wrote about his hero, Arthur Ashe. Jeremy had a fiery temper on the tennis court, and he admired how Ashe was always calm, respectful, and gracious in victory and defeat. Just a year before, Ashe had announced that he had contracted AIDS from a blood transfusion. In his speech, Jeremy spoke about Ashe's impact on and off the court as the first African American to win the U.S. Open and



Ashe's civil rights work and AIDS advocacy. That year, Jeremy played every match with an AIDS ribbon in his pocket as a reminder to always be gracious. "I didn't lose a match the entire season until

the finals of the Fay Tennis Tournament, when I was completely shellacked by an Eaglebrook kid," he recalls. However, Jeremy kept his cool. "I think Arthur Ashe would have been proud of how I handled myself, and that's because when I was at Fay, I had the chance to think about who the heroes are in my life and who I aspire to be."

Following a career spent working in development for nonprofits such as City Year and Facing History and Ourselves, Jeremy is now CEO of Exponential Philanthropy, a consultancy where he advises nonprofits on fundraising to support their initiatives. "I consider it a privilege to now be in a position where I am teaching others to stand up, speak out, and get involved in causes they want to fight for."

"There were so many different kinds of lessons wrapped in that singular experience."



Connecting Through Our Stories: Carine Kanimba '09

2009 Choate Public Speaking Award

In her three years at Fay, Carine had seen other students share profound and personal stories in their speeches. By ninth grade, she felt ready to share her own, even though she felt sure that nobody had a story quite like it.

In 1994, Carine's parents were killed in the Rwandan genocide. She and her sister, Anaise '08, survived and were adopted by their aunt and uncle, Tatiana and Paul Rusesabagina. Her family story was well-known as the basis for the 2004 movie *Hotel Rwanda*, but Carine had never told her personal story. "It was a trauma knowing that I didn't have my own parents, and I didn't know how to share it," she recalls. New to speaking English, Carine also felt self-conscious about her language skills. She spent hours practicing her speech into a tube given to her by her advisor that allowed her to hear her pronunciation as she spoke.

Carine was surprised by how the speech contest experience helped her connect with others. To write her speech, Carine dug into her family history to learn more. "The process allowed me to have conversations



"The speechwriting process allowed me to have conversations with my family that we had never had before."

with my family that we had never had before," she notes. And sharing her story opened her eyes to the support and shared experience around her. "So much love came my way after the speech. I spoke with others in the community who had been adopted or lost a family member or experienced a trauma, and it felt good—like I was no longer alone."

In 2019, Carine shared her story again at TEDxPortland in a talk entitled "The Power of Forgiveness," which has almost 18,000 views. She notes that part of the power of telling your story is that you can see your perspective evolve. "I was able to come back and tell my story again with different lessons and a more positive perspective than I had as a ninth grader."

Today, telling her family's story has taken on new urgency. In August 2020, Paul, a

critic of the current Rwandan regime, was kidnapped and placed under arrest by the Rwandan government. Carine is based in Brussels, advocating to the European Parliament, which has condemned Paul's illegal rendition and detention. She and her siblings spend most of their days giving interviews to media outlets worldwide because they know that keeping the spotlight on their father's case is their best chance of keeping Paul alive. "All my life, and when I was writing that speech at Fay, I was trying to figure out why I survived when so many didn't," she recalls. "I have been so privileged, and I feel like my purpose is to get my father home. Perhaps that's why I was saved, and my greater purpose was waiting for me 27 years down the road."



BOOK SMART

Laying the Foundation for Strong Reading Skills in Primary School

A thoughtfully structured program, one-on-one time with teachers and literacy experts, and plenty of read-aloud time all help to foster strong literacy skills and a love of reading.



by Daintry Duffy Zaterka '88

Reading time is sacred in Primary School, and everything stops when it's time to sit and listen to the class read-aloud. This spring, second graders met true friends Charlotte and Wilbur in *Charlotte's Web*, encountered giants in Roald Dahl's *The BFG*, and went on a rollicking adventure to rescue a squirrel in Cynthia Rylant's *Gooseberry Park*. Head of Primary School Katie Knuppel frequently shares books with the community during Morning Meeting, and students take pride in the independent reading books that they have chosen for themselves. "One of the special things about Fay," says Primary School Reading Specialist Leslie Overbye, "is how we emphasize the enjoyment of reading as well as learning how to read."

Reading anxiety can be common in the early elementary grades. Some parents wonder if their child is meeting benchmarks, and some kids do, too. Kindergarten teacher Lee Bogaert remembers one student at the beginning of the year exclaiming in a panic, "I'm the only one in my family that doesn't know how to read!" Primary School teachers address those concerns by emphasizing that reading is an individual journey. Reading groups are frequently reshuffled, leveled book bins are labeled by color and animal to discourage comparison, and every student works on specific skills in a program that meets them where they are. "Reading is as much a developmental milestone as an academic one," says Lee. "The literacy pieces fall into place at different times for every child."

The continuity of the Primary School program helps to ensure steady progress. Students are formally assessed multiple times per year on literacy, reading, and comprehension skills. Small class sizes make it easier for teachers to know how each student is progressing and what they need to work on. In every classroom, word walls encourage the natural acquisition of new vocabulary. In every grade, students work in small reading groups two to three times a week to focus on specific skills, such as fluency, using picture cues, decoding words, expression, or a particular reading comprehension strategy. "Students read with a teacher almost every day," says Leslie Overbye, "whether it's a one-on-one check-in or as part of their small reading group."

Leslie Overbye and Speech and Language Specialist Jill Cordon are based in the Primary School building, where they work with students who need additional support. "Leslie and Jill are incredible resources," says Kindergarten teacher Anne Canada. "They are in the classroom frequently so they get to know the students well, and their expert perspectives are so beneficial." The flexibility of the Primary School schedule is also helpful in supporting students. "We're able to prioritize the students' needs," says Lee. "I can use an early morning time, choice time, or quiet time for one-on-one work with a student who needs extra reinforcement or enrichment."

Read-alouds are part of the culture of Primary School, and at every grade level, these experiences help students build critical reading comprehension skills. In Kindergarten, classes read picture



books and talk about the main characters, setting, sequencing, inferencing, and prediction strategies. Teachers will often introduce a book series in their read-alouds, such as Mo Willems' *Elephant & Piggie* books. "Getting students hooked into a series is a great way to help students become independent readers because now they want to read every single book in the series!" says first grade teacher Jill Gibbons. In second grade, chapter book read-alouds that are above the students' independent reading levels stretch comprehension skills and build new vocabulary in context.

Students also enjoy independent reading, selecting from their personal bookbags that always contain three to five options. The teachers emphasize reading slowly to absorb essential elements like character, setting, and action, and the children practice making predictions. First graders can often be found lying on the floor reading

quietly into "fluency phones" that allow the children to hear themselves read and improve their expression. When they are ready to swap for new books, they first read with a teacher and discuss the book to ensure fluency and comprehension. First graders write about their books on a reading response sheet, while second graders write in their reading response journals.

As students progress through Primary School, their reading independence and stamina grow. By the end of second grade, students are reading twenty minutes on their own every night. By then, they are ready for the transition to Lower School, where teachers continue to nurture a love of reading through class novels, continued independent reading, a deeper dive into comprehension skills, and the One School, One Book tradition.



"Reading is as much a developmental milestone as an academic one—the literacy pieces fall into place at different times for every child." —Lee Bogaert, Kindergarten teacher

MATHEMATICAL STORYTELLERS

It's one thing for a student to know the algorithm for multiplication, but quite another to show understanding by applying the algorithm correctly in a problem-solving context.



by Daintry Duffy Zaterka '88

A good math story problem is messy. Students have to parse the language carefully to understand the context and identify the operation that is required. Word problems can also be misleading. Superfluous information and nuanced keywords like “take away,” “total,” and “in all” tempt students to make rash calculations. Story problems challenge a young mathematician’s understanding—and sometimes reveal its fragility—in a way that rote number calculations do not. “At Fay, we focus on the conceptual as well as the procedural,” says Head of Lower School and fifth grade math teacher Lainie Schuster. “A balanced mathematician needs both. The engineers of the world are not given a list of calculations—they are faced with a problem, and they use calculations to solve it.”

In third grade, students are encouraged to write about and discuss their mathematical thinking. For example, after learning a new multiplication strategy, they write one thing that they learned about the strategy on a sticky note and place it on the anchor chart on the wall. Often, students will share their sticky notes with a classmate and then

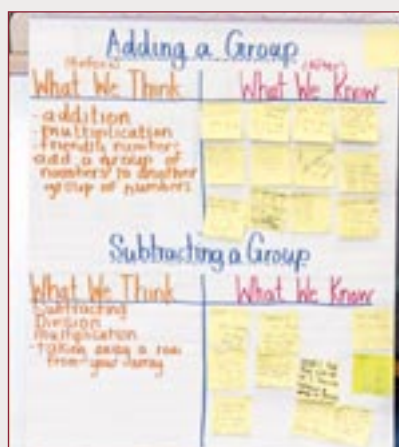
update their reflection based on the feedback they receive. The teacher brainstorms keywords with students ahead of time to stress the importance of being specific and using rich mathematical vocabulary. Students start writing their own word problems to demonstrate their understanding of a particular procedure, and often their daily math work contains a question that asks them to explain how they got a specific answer, why their answer is correct, or whether a particular method of solving a problem is efficient.

Fourth graders write about their mathematical thinking in math journals, where they respond to writing prompts and are required to explain their thinking efficiently. “The students have a limited amount of

space, which requires them to use precise language and a set structure,” says fourth grade math teacher Maura Oare. Blending reading comprehension and math comprehension skills, students state their opinion, provide support, and then add a visual representation such as a drawing or graph to bolster their proof. Students use graphic organizers to decode different story problem structures, sorting important from unimportant information, defining what the problem is asking them to do, and identifying the operation that is required to find the solution. Lower School math teachers often require students to solve a problem in multiple ways. “Not every solution fits every problem,” explains Maura. “As mathematics becomes more complex, some strategies expire.”

Throughout Lower School, students are encouraged to write their own word problems, which stretches their mathematical thinking even further. “When kids write story problems, they have to manipulate so much mentally to create the context, determine how the context relates to the numbers, and ensure their calculations make sense,” says Lainie. In fifth grade,





students hone their math storytelling skills in a collaborative project between their math and digital literacy classes. Each student has to demonstrate their mastery of five different types of multiplication and division story problem structures by creating and solving their own set of themed word problems. Students choose themes that reflect their interests and passions, from hockey to chickens! Each problem set has to include a question with a rectangular array, an equal grouping, a rate problem, a cartesian product, and a multiplicative comparison problem. Students display their problems, complete with graphics, on posters along the Lower School hallways.

Sixth graders culminate their study of fractions by demonstrating how to scale a family recipe up or down by multiplying by 2, by $\frac{1}{2}$, by $\frac{2}{3}$, and by $1\frac{1}{2}$. Students must use the three multiplication strategies they have learned during the year: repeated addition, the waffle method, and the butterfly method. Students then create a video of themselves making one of the new versions of their family recipe, and



they explain how they calculated each ingredient amount. Math teacher Emily Samperi encourages her students to see story problems and numbers and symbols as two ways to tell the same story. “Sometimes, I’ll write random numbers on

the board and ask someone to tell me a story that goes with them. The exercise helps me realize who doesn’t understand and where their misconceptions are, and it helps the students to connect math to real-world situations.”

The emphasis on reading, writing, and mathematical language in Lower School helps develop the pre-algebraic thinking that students will need to unravel complex problems in Upper School math’s problem-based learning units. “Algebra is all about the graph, the rule, and the word problem all telling the same story,” says Lainie. “When kids learn the calculation in isolation from the story problem, they don’t see the relationships, and math is all about building upon relationships.”



Throughout Lower School, students are encouraged to write their own word problems, which stretches their mathematical thinking even further: they have to manipulate so much mentally to create the context, determine how the context relates to the numbers, and ensure their calculations make sense.

CULTURAL FUSION

World language projects immerse Upper School students in the originality, diversity, and cultural fusion that are the hallmarks of many world cultures.



by Daintry Duffy Zaterka '88

What do a Parisian rapper, homemade paella, and letters from Taiwan have in common? These are just a few ways that Upper School students explored language through the lens of culture in their language classes this year. When students choose to study French, Spanish, Latin, or Mandarin Chinese at Fay, they acquire more than grammar and vocabulary. “When you learn a language,” says world languages teacher Sarah Calle, “your world becomes amplified, and the way you see things changes.” “Language is about life itself,” adds world languages teacher Alina Argueta. “It’s about sharing an appreciation of culture everywhere.”

Conveying the scope of each language’s culture and the complex identity of its speakers around the world is an intentional aspect of Fay’s world language curriculum. For example, when Alina asked her French 1B students to create a restaurant menu from a French-speaking culture, students weren’t just researching Canada’s famous poutine or the delicacy of French escargots. Students created menus for fictional restaurants in Madagascar, Luxembourg, Belgium, and the Caribbean. Students found that each country had its unique culinary traditions but with a discernible French influence. Similarly, Latin I students learned that the Roman empire was a melting pot of cultures with a knack for cultural assimilation. “Most Roman citizens didn’t even speak Latin,” notes history and Latin teacher Dan Blanchard. To explore the depth of ancient Rome’s social strata, Dan asked his Latin II students to retell mythological stories from the perspective of underrepresented voices in Roman society such as women, immigrants, and refugees.

While basketball fans were getting ready for the NCAA’s March Madness tournament, students in Erin Overstreet’s French 2A and 2B classes participated in Manie Musicale. In this competition, students voted on their favorite French songs from a bracket of 16. All the artists were from French-speaking countries, and students listened to their music, shared (and debated) opinions in French, and selected their favorites. Contestants came from France and Canada, but also Martinique, Togo, and Senegal. “The project prompted good conversations about the role of colonialism in the spread of language,” says Erin.

One of the best ways to learn about a culture is through food, and students in every language class studied its gastronomical delights. David Olano challenged his Spanish 2A students to research and prepare a dish from one of 30 different Spanish-speaking countries. Each student explored the history and cultural significance of a dish and then made a cooking video explaining the step-by-step process using the command form of Spanish they had learned in class. Students made Spanish paella, Mexican buñuelos de viento, and Brazilian vaca atolada. In the winter term, Dan’s Latin I class also created cooking videos of ancient Roman dishes based on the translation of Apicius’ *Cookbook*. Students designed a three-course menu based on the perspective of one of the four socio-economic classes. Students learned how Indian and Chinese spices came to Rome through trade, researched how ancient Romans would have cooked each dish, and then adapted the recipes to a modern kitchen.

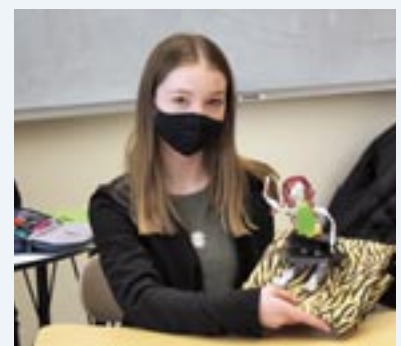


Students in Qianqian Huyan's Mandarin Chinese classes gained insight into how middle schoolers live in Taiwan when they exchanged letters with sixth graders at Ruei-Suei Elementary

School. Fay students wrote letters in Mandarin sharing information about their family, hobbies, and favorite foods and drinks. The Taiwanese students responded quickly with a video and handwritten responses that highlighted many similarities between the penpals, such as an affinity for bubble tea, Coca-Cola, and video games. In Alina's Spanish 2B class, students explored the architecture of homes in Spanish-speaking countries like Nicaragua, the Canary Islands, and Puerto Rico. They found interior photos of homes online and created a video tour narrated in Spanish that highlighted features like interior courtyards, arches, and painted tiles.

Students also gained insight into different cultures by learning about their celebrations. In Sarah Calle's Spanish 1B class, students studied the burning of a family's "año viejo" or monigote in Ecuador. The monigotes, old clothes filled with sawdust and topped with colorful masks, represent the old year, and they are burned in a bonfire at the stroke of midnight on New Year's Eve. Another tradition is to throw a letter into the fire that contains a list of all the things you hope to leave behind in the "old year." After making a personal monigote, students wrote a letter in Spanish outlining what they want to leave behind, like worries, a bad grade, or a ski accident, and their goals for the New Year before taking their monigotes out into the snow for a ceremonial burning of their año viejo!

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Creativity & Design Update

Channeling Passion into Design



Ninth graders share their capstone “passion projects” from Advanced 3D Design, where students are given free rein to design and create.

In a typical year, the Advanced 3D Design passion project results in the creation of a tangible object, but with COVID protocols leading to limited time in the Innovation Lab, this year's projects were allowed to take on a physical or conceptual form.

The passion projects reflect not only the creativity and technical ability of the ninth grade designers, but also the staggering breadth of their fields of interest. The students

have four weeks to brainstorm, research, design, refine, and then create a Google Slideshow that reflects the entire process from idea to product.

The process tests not only the design skills that they have acquired during their time in the class but also their project management abilities, as they learn how to plan their time, set realistic targets, review their work, and take creative risks.

Here are just a few of the projects that Advanced 3D Design students worked on during the spring term.



ETHAN ZHANG '21: TENSEGRITY TABLE

Ethan Zhang was fascinated by the idea of building a tensegrity table—where structural integrity is based on a network of continuous tension—as it incorporates his passion for design and mathematics. He designed several tables on paper before choosing a final design. He used Sketchup software to ensure everything was drawn to scale and accurate before sending it to the 3D printer; then spray-painted his bases and used fishing wire cut at precise lengths to create the necessary tension for the table to stand.

“This project allowed me to express myself and my interests,” Ethan says. “I got to plan my workflow and manage every aspect as a professional designer would have to. This class has taught me to break up my projects into smaller pieces to get work done faster, and it has also taught me valuable craftsmanship skills.”

THE PASSION PROJECTS REFLECT NOT ONLY THE CREATIVITY AND TECHNICAL ABILITY OF THE STUDENT DESIGNERS BUT ALSO THE STAGGERING BREADTH OF THEIR FIELDS OF INTEREST.



ASTRID MEJIA ORDONEZ '21: SCHOOL REDESIGN

When Astrid Ordonez decided that she wanted to design a better school for her younger sister in Honduras, she reached out to parents, students, and the head of her sister's school to research their needs and their limitations. She also researched materials that would be affordable for construction and how different colors affect a student's mood and productivity. She created a model of her redesigned classroom using Cameyo and the laser cutter.

“The project is meaningful to me because it is related to both education and my sister,” Astrid explains. “I wanted to create a sense of hope that making a change in a small school was possible and making the prototype was a step forward towards this dream. This year, I've learned about structural design and the craftsmanship behind certain products, but I've also learned why the effort you put into creating a product is important for the consumer and yourself as a designer.”

AVA CHEN '21: POP-UP BOOK DESIGN

Ava has always loved origami and visual design, and combining those two interests into a 3D book that “comes to life” was an appealing challenge. First, she researched different pop-up book designs online as well as origami tutorials. She wanted her book to be able to be mass-produced, which influenced her choice of design. Ava also created prototypes in different styles. For her final design, Ava used the CAD program *2D Design* to create scale replicas of the paper parts, and she used the laser cutter to cut them out of construction paper, showing how pop-up books could be machine manufactured.

Ava notes, “I’ve always loved to experiment with origami as well as visual design. Taking these interests one step further by creating a marketable product that could help others was very meaningful to me. It was fascinating to learn how to make a design manufacturable; not just as a one-time art project, but as a convenient, easily mass-produced product. Advanced 3D Design has helped me step outside of my comfort zone. Trying new things and taking creative design risks has changed my mindset so that I am more open when it comes to non-design-related areas as well.”



“THROUGHOUT THE YEAR, WE HAVE USED THE DESIGN PROCESS, AND THE MORE YOU USE IT, THE EASIER IT GETS, AND YOUR DESIGNS GET BETTER.”



MACHIAS POREDA '21: BIOMIMICRY

Machias wanted to explore biomimicry as it combines nature and design. He was particularly interested in incorporating it into building design in ways that are structurally safe and reduces a building’s impact on the environment. Incorporating environmental safety, durability, and cost, Machias explored a variety of design ideas, such as using spider webs and leaves, to add strength to glass and shelves that mimic the design of mushrooms growing on trees.

“Biomimicry is nature and design combined,” says Machias. “I love everything about nature, so when I heard about this project, I knew what I wanted to do. Throughout the year, we have used the design process, and the more you use it, the easier it gets, and your designs get better. I used to rush everything to be ahead, but you don’t want to do that in design. I improved my way of doing things by taking my time and trusting the process.”



Fay Breaks Ground on New Center for Creativity & Design

Less than 48 hours after the end of Fay's Commencement exercises, the cranes and diggers rolled onto campus, and construction began on Fay's new Center for Creativity & Design (CC&D).

After a successful fundraising campaign for the CC&D, which included generous capital donations from trustees, parents, alumni, parents of alumni, grandparents, and faculty and staff, Fay School's Board of Trustees voted to approve the construction of the CC&D in January 2021. The state-of-the-art, two-floor, 7,000 square-foot facility will be located in the center of Fay's campus, in the current location of the Root

Meeting Room, overlooking Harlow Circle. The construction process should last approximately 18 months, and the CC&D is expected to open to students in grades K-9 in the fall of 2022.

The current home for Fay's signature Creativity and Design program is the Innovation Lab, which was retrofitted into four small classrooms on the edge of campus in 2013. While Fay's design thinking curriculum (focused on an empathy-based, solution-oriented approach to solving problems) distinguishes us from our peer schools, the Innovation Lab's physical limitations have constrained us

from achieving the program's vast potential.

The new Center for Creativity & Design will provide double the square footage of the current Innovation Lab. It will include modular, user-friendly spaces that are well-lit, soundproofed, and outfitted specifically for creative problem-solving among students and faculty, featuring sophisticated tools for making students' creative ideas and designs a reality. Perhaps most importantly, it will position creativity and design at the heart of Fay's campus, fostering collaboration among faculty and reinforcing design thinking as an integral component of our academic program.

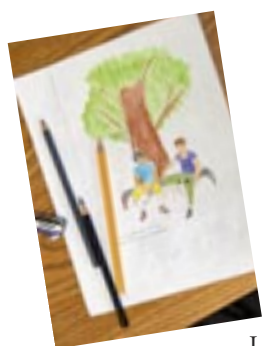
Buy a Brick! Support Fay's New Center for Creativity & Design

You can support Fay's new Center for Creativity & Design and "cement" your legacy by reserving a brick that will be placed underfoot on the outdoor patio adjacent to the CC&D's entrance. At this time, only 500 bricks are being made available, with a maximum of four brick reservations per family. You can reserve a brick with a tax-deductible donation of \$250 per brick. Visit fayschool.org/brick to learn more.



Fostering Connection, Making a Difference

During a year in which it was easy to feel disconnected, Fay continued to foster strong relationships between students and the outside community through its service learning program.



Despite the challenges posed by the pandemic this year, Fay's seventh, eighth, and ninth graders explored the themes of empathy, purpose, and connection through the Upper School's service learning program. Through unique service learning experiences, students were challenged to think about their responsibility as individuals and members of the global community and to find ways to make a positive difference.

Throughout Upper School, the focus of the Service Learning program tracks with Maslow's Hierarchy of Needs, a theory developed by psychologist Abraham

Maslow in the 1940s that describes the basic needs that all humans must meet before they can achieve "self-actualization."

In seventh grade, students focused on a human's most basic needs as they learned about food waste and food insecurity, a particularly pressing problem given the estimated rise in the number of Americans experiencing food disruptions from 35.2 million in 2019 to 45 million in 2020. First, students met with representatives from two nonprofits: the Center for EcoTechnology in Springfield, Massachusetts, which helps businesses and people reduce food waste; and Lovin' Spoonfuls, the largest food rescue organization in New England. Then, armed with a greater understanding of the problem and some ideas about how organizations make a difference, students

worked in small groups as they focused on one aspect of the problem and brainstormed solutions. "The kids tend to want to solve huge problems, and we encouraged them to avoid that," says Creativity and Design Teacher Andrew Shirley, who took students through the Fay Design Process to guide their thinking. "We want students to learn that dedicated small actions can make a real difference with these issues." Students came up with various creative solutions—from educating the public about expiration dates to prevent unnecessary waste to encouraging people not to take more food than they need—and they designed websites to present their final ideas.

In eighth grade, students focused on the themes of safety and belonging. They formed a new relationship with Head



Start, an early childhood education program that provides resources to low-income families, and their mission was to write, illustrate, and bind children's books written around themes of diversity and

tiny lion cub who is bullied for being clumsy and weak until he saves the bully from a pack of coyotes. A third book focuses on an autistic child who is teased because he doesn't like to talk to people

Although travel was impossible this year, students had the opportunity to spend Saturday mornings teaching English virtually this past fall to Outreach360 students.

equity which they could give to the Head Start students. After meeting with representatives from Head Start to learn about their work and the background of the families they are serving in Worcester, Massachusetts, Fay students started their research by reading a variety of children's books and learning about the four Social Justice Standards: identity, diversity, justice, and action. Next, students worked in groups of three or four to create their stories around a wide variety of topics and themes. For example, one group wrote about a group of rocks who ostracize one member for having a bump on his head that looks different until they realize that underneath he is just the same as they are. In another story, the main character is a

until the new girl in school befriends him, and they enter and win the science fair together. "The book is about

respecting people's individuality and recognizing that not everyone is the same," says Victoria Liu.

Ninth graders volunteered with Outreach360, an educational nonprofit that operates learning centers for underserved students in the Dominican Republic and Nicaragua. The focus of their work was on achieving one's full potential through education. For many years, Fay students have traveled to the Dominican Republic in the winter to spend a week teaching English through the Outreach360 program. Although travel was impossible this year, students had the opportunity to spend Saturday mornings teaching English virtually this past fall to Outreach360 students. Working in a team, students created a lesson plan for their class each week. The Fay ninth graders worked with the same students each week, and Director of Service Learning Craig Ferraro notes that the relationships they built over time were a highlight of the experience. "There was a benefit to meeting once a week throughout the fall instead of one intense week," says Craig, "because it takes time to build those connections." The Outreach360 refrain of "poco a poco," meaning little by little, was apt as each week Fay students strengthened their relationships with the children.



While this year challenged us all to be more flexible, it required Fay faculty to redesign curricular work and rethink how they teach—sometimes at a moment's notice! However, change fosters creativity, and our faculty rose to the occasion as they incorporated new technologies, ideas, and strategies into their daily teaching routines. We asked some of our faculty to share the silver linings that they found in this pandemic year.

Silver Linings: Lessons from a Pandemic Year



LARA GLEASON

Sixth Grade Reading and Writing

“The student speeches were a real silver lining. Even though the students were not able to present their speeches in the theater, we were able to livestream their presentations from the classroom. As a result, many family members from all over the world could view the sixth graders’ speeches. In a typical year, relatives from far away are not able to see the speeches in person, so that was really special.”

JANET DRAKE

Upper School Math

“Pre-pandemic, I had occasionally been making videos to explain a concept for my students with an iPad and a stylus. When we found out that we would be going fully remote last spring, I got excited because these teaching ideas that I had been nibbling at were now crucial. Today in my class, I use an iPad, an Apple Pencil, Zoom, and Airtame (a wireless presentation platform). I walk into my class with a Powerpoint ready on my tablet, and my students log in to Zoom. I share my tablet with the students at home who are live streaming while I am Airtaming it to a screen in the classroom. This means that my livestreaming students are getting the same



lesson as the students who are in person. Zoom has also prompted my students to start talking more! When you are in a classroom you can hide in the back, but on Zoom everyone is in the front row—so they all have to participate.”

ANNE CANADA

Kindergarten

“We’re used to working side-by-side with the children, so this year we literally had to take a step back and rethink how we teach. Because we couldn’t show everything, we found that our words mattered more than ever. They say that communication is measured more by the listener’s ears than the speaker’s mouth, and we tried to keep that in mind. From a social-emotional perspective, we had to be explicit about teaching some of those skills as well as a vocabulary that is new for the children. Every morning, the children say, “I feel happy because...” or “I feel tired because...” and they have become more fluid and comfortable acknowledging that part of themselves.”

JANE MCGINTY

Lower School Art

“The pandemic restrictions forced me to rethink many of the student projects, and the biggest silver lining was implementing sketchbooks. I had been

wanting to do sketchbooks for a long time, so it was exciting to get them this year. The students love having them. When they mess up, they can just turn the page and make improvements. If they fill up their sketchbook, I’ll give them another one! I like that they can turn back and see their effort and progress

throughout the year. In the past, if students made a mistake, they would crumple it up and toss it, but now they can see their progress from start to finish. The sketchbooks are a record of artistic growth.”

LLOYD DUGGER

Upper School Music

“The music faculty made the difficult decision over the summer to not have the students play music or sing this year, and we knew that without performing arts we would have to reinvent what we do in music class. We planned a year-long unit that encouraged students to listen to music critically, observe, reflect, and discover. We started the year by listening and analyzing music and designing listening rubrics. Students enjoyed sharing the music that they love, and we got to learn about our students through the songs they chose. Then, students researched religious music from around the world, learning a lot about different cultures in the process. Next, we dove into digital music creation using a digital audio workstation called Band-lab, and students composed simple songs using pre-installed beats and loops. This spring, we explored American protest music from the Revolutionary War to the current day. Throughout history, cultural upheaval has inspired artists to set their perspectives and experiences to music. Studying these musical movements helps students make sense of current events and their place in history.”





While the Fay athletics program is an excellent place for a student to start their athletic career or try something new, it is also a program that supports elite athletes who want to compete at a high level at Fay and beyond.

Supporting the Competitive Athlete





“Fay’s program serves strong athletes really well,” says Athletic Director Rob Feingold, who also coaches boys varsity soccer and lacrosse. “Just as we support talented musicians and students who excel in the classroom, we also support our athletes with strong coaching and a competitive athletic schedule that mirrors what they will see in secondary school.” We recently sat down for a conversation with Rob and Matt Greene (Admission Officer, Athletics Liaison, and head coach of boys varsity soccer and varsity softball) to talk about how the Fay athletic program challenges and develops strong athletes and supports them through the secondary school application process.

How do Fay athletes balance their academic and athletic commitments at Fay and outside of school?

Rob Feingold: We promote, support, and value multi-sport participation at Fay. Our schedule allows kids to pursue outside athletics in addition to their sports at Fay. I would say that close to 50% of our Upper School day students also play sports outside of Fay.

Matt Greene: We have limited weekend commitments at Fay, and while most secondary schools play on the weekends, athletes who come to us for eighth and ninth grade don’t have that same conflict. Our coaching staff also works hard to

support boarding students who play outside sports. I’ve personally connected with club coaches and programs and worked with parents and families to coordinate rides and transportation.

What are the highlights of the Fay athletic program for the competitive athlete?

Rob Feingold: We have strong teams across the program, and in addition to our regular-season games, our athletes get to participate in our Friday Night Lights events in the fall and winter as well as in many longstanding junior school tournaments. We hire experienced coaches, and through the teacher/coach model, our players and coaches develop strong relationships on and off the field. Our players and teams also benefit from the ability to train together daily, and they have access to certified athletic trainers and excellent facilities.

How does Fay prepare its athletes to play for independent and high school athletic programs?

Rob Feingold: Many students come to Fay to prepare for attending an independent secondary school. Just as we prepare our students academically for what they’re going to see in the secondary school environment, we also prepare them for secondary school athletics.

Matt Greene: I talk about this a lot with my players. Some athletes have all the talent and the ability in the world, but they still have work to do in order to get to

the next level. I want them to be the player that a coach wants on their team, not just because they score goals and are talented, but also because they balance their skill with the ability to listen, respond to coaching, and be a good teammate. We do that really well here. Much of our work as coaches is focused on managing those high-talent athletes and getting them ready for the secondary school environment.

How does Fay support its athletes in the secondary school admission process?

Matt Greene: Fay athletes get a great deal of exposure to secondary school coaches through tournaments and playing against lower-level secondary school teams. Our coaches are also able to write recommendations to accompany a Fay athlete’s secondary school application. We know those players in a way that their club or town coach doesn’t, which carries a lot of weight and helps promote them to the next level. It’s the Fay benefit of having a strong network of connections in secondary schools. I keep in touch with high school coaches where I’ve sent players, and sometimes the coaches will reach out to me about a player.

Rob Feingold: When secondary school admission officers and coaches see a strong athlete who also has Fay on their resume, they know that the student is well rounded—academically, athletically, and emotionally. That goes a lot further than an application from a school that they are not familiar with or an athletic program they don’t know.



What We’re Proud Of

- Tournament champions, 2018, 2019, 2020 Fenn Boys Basketball Tournament
- Undefeated seasons, Girls Varsity Tennis, 2012-2019
- Tournament champions, Cardigan Mountain Tournament (Wrestling), 2020
- Winner, Roxbury Latin Jamboree (Girls Cross Country) 2018
- Winner, Girls and Boys, Hillside Track and Field Jamboree, 2019
- Winner, “Split F” Fay-Fenn Football Tournament, 2010, 2011, 2012, 2013, 2014 and 2015, 2017, 2019
- 2nd place, Charles River Tournament (Girls Basketball), 2019
- 2nd place & tournament finalists at 2017 & 2019 Boys Junior School Lacrosse Championship
- Undefeated season (11-0), 2016 Girls Varsity Lacrosse
- Winner, Roxbury Latin Jamboree (Boys Cross Country), 2013 & 2014

FAY IN BRIEF

NEW ROLES FOR FAY ADMINISTRATORS

On July 1, **Beth Whitney** took on a new role as Associate Head of School and Director of Enrollment Management. Beth has served as Director of Admission since she came to Fay in 2010, and her work has been central to the School's continued growth and success. As Associate Head, Beth will collaborate with Head of School Rob Gustavson to provide strategic leadership for the School and will assume his responsibilities when he is away from campus. As Director of Enrollment Management, Beth will continue to supervise the Office of Admission and will oversee the work of the Secondary School Counseling Department.

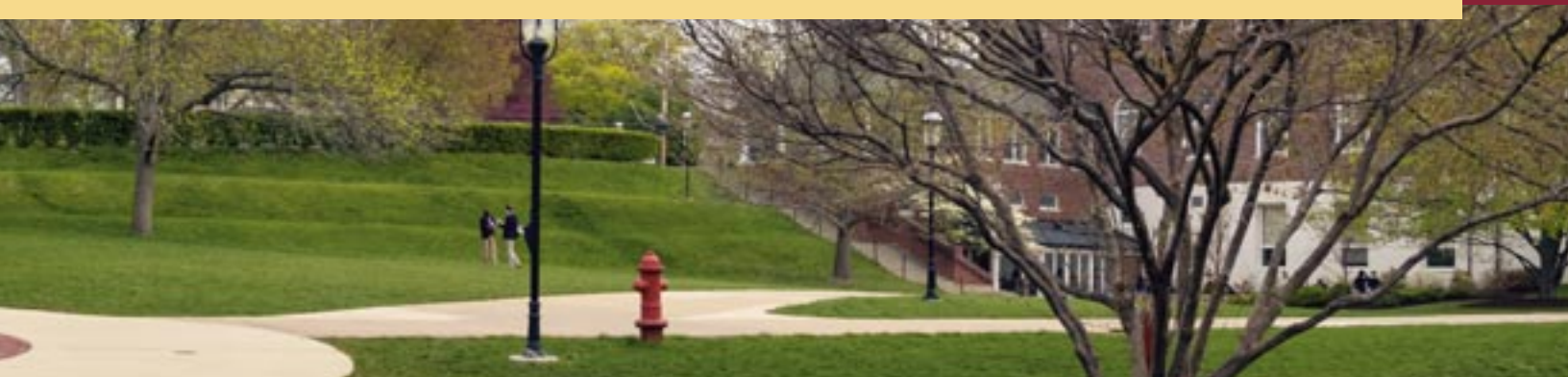


Beth will work closely with **Courtney Sargent**, who takes on the role of Director of Secondary School Counseling. As Associate Director of Secondary School Counseling for the past nine years, Courtney has worked closely with Stu Rosenwald to refine and improve the secondary school application process for Fay students and families, and she has established important relationships with admission directors at a wide range of day and boarding schools. Courtney's substantive, hands-on experience has prepared her well to lead this essential aspect of Fay's program. Courtney lives in the Village Girls Dorm with husband and Fay colleague, Will Sargent, and their two children, Avery '26 and Brody '29, who are current Fay students.



Finally, **Diane Byrne** has assumed the elevated role of Assistant Head of School for Finance and Operations. Diane joined Fay's Business Office in 1999 and has served as Fay's Director of Finance and Operations since 2019. In addition to her ongoing efforts to ensure the School's current and future financial sustainability, she oversees the operation, maintenance, and improvement of the campus and facilities. As Head of School Rob Gustavson noted in his announcement, "Diane's exceptional work throughout the past year to develop and implement pandemic-related protocols and procedures has been instrumental in enabling us to provide the best possible educational experience for our students and maintain a safe environment for all members of our school community."





FAY WELCOMES KAITLYN CRONIN AS HEAD OF LOWER SCHOOL



On July 1, **Kaitlyn Cronin** joined Fay as Head of Lower School. Most recently, Kaitlyn served as Lower School Division Head at Sage School in Foxborough, Massachusetts, where she has also been a classroom teacher since 2014. During her time at Sage, Kaitlyn developed curricula for language arts, science, and social studies, and she created and implemented a social-emotional learning curriculum and a community service program for Lower School students. Kaitlyn has paid particular attention to maintaining a challenging academic program within a culture centered on kindness, inclusion, and educational equity for all students. Kaitlyn has a bachelor's degree from the University of Notre Dame and master's degrees from Boston University and Lesley University. She and her family live in Franklin, Massachusetts.

FAY WELCOMES JILL ANTHONY AS DIRECTOR OF EQUITY AND INCLUSION



On July 1, **Jill Anthony** joined Fay as the School's first Director of Equity and Inclusion. Most recently, Jill served as the Eighth Grade Chair, Latin teacher, advisor, and coach at Gilman School in Baltimore, where she spent the past eight years. Jill has extensive experience working to advance diversity, equity, and inclusion, both at Gilman and through the National Association of Independent Schools (NAIS). At Gilman, she was a member of the Community, Inclusion, and Equity (CIE) Executive Committee, which wrote the School's CIE strategic plan and facilitated professional development for faculty and staff. Jill was also co-director of Gilman's

Global Experiences Program, which runs international educational and service learning trips for students. Jill has a bachelor's degree from Vanderbilt University and a master's degree from the Savannah College of Art and Design. She previously worked at the Kinkaid School in Houston, Texas; the Antilles School in St. Thomas, Virgin Islands; and the Wardlaw-Hartridge School in Edison, New Jersey. Jill lives on campus in Kidder House.

PARENTS' ASSOCIATION GOES LIVE FROM FAY!

On May 13, the Fay Parents' Association hosted Live From Fay, a live-streamed benefit show featuring music and performances by Fay faculty and staff.

The evening supported Fay's new Center for Creativity & Design and the Head of School's Fund, which was established during the pandemic to address the School's most vital priorities. Fay faculty and staff impressed with their musical talents and incredible performances, including eight musical groups, a poem written and performed by Upper School English teacher Rich Roberts, and a solo performance of Sam Cooke's "A Change is Gonna Come" by music teacher Lloyd Dugger. In between acts, faculty and staff shared stories about the meaning behind each performance, and members of the Parents' Association provided updates from the online live auction, where visitors could bid on highly sought-after items and participate in a buy-a-brick campaign that allows parents and alumni to purchase custom engraved bricks that will be featured in the Center for Creativity & Design's new patio. Live From Fay was a huge success, raising over \$75,000. Special thanks to the Parents' Association, the Music Department, Fay's Tech Team, and our unbelievably talented faculty and staff for coming together to make this event such a success!

If you missed the opportunity to buy a brick, you can still participate! See page 25 for information on how you can support this exciting project and leave a lasting legacy at Fay for your family.



FAY WELCOMES NEW TRUSTEES

This spring, Fay welcomed a current parent and a past parent as new members to the Board of Trustees. They bring wisdom, enthusiasm, and expertise to our board, and we are grateful for their commitment to Fay.



HELEN LIN P'20

BOSTON, MASSACHUSETTS

Helen and her husband, Eric, have three children who are all studying in the Boston area. Their youngest child, Ryan, attended Fay as a boarding student and is a member of the Class of 2020. Ryan currently attends Brooks School. Their daughters attend Boston University and Tufts University. Helen was born in Taiwan but grew up mostly in Los Angeles. She graduated from Sophia University in Tokyo and speaks four languages. When Head of School Rob Gustavson and Director of Advancement Rob Crawford visited Asia in the fall of 2019, Helen was actively involved in planning visits with parents in Hong Kong and China, and she continues to support Fay's outreach in Asia. Helen is a member of the Friends of Dana Farber Cancer Institute, which raises funds to support cancer research and patient care programs.

ELEANOR BROWN P'22

KINGSTON, JAMAICA

Eleanor is the mother of Kennedy Brown '22. She is currently a professor at Penn State Law and previously served as a professor at George Washington University Law School, where she also directed the Institute for Immigration Studies. A Jamaican national, Eleanor has also been a senior executive at the Caribbean Investment Fund, L.P., the first pan-Caribbean private equity fund in the British Commonwealth Caribbean, and chair of the Jamaica Trade Board. She has served on the boards of several publicly-traded Caribbean companies and was the youngest director of two subsidiaries of the Bank of Nova Scotia in Jamaica. Eleanor holds a bachelor's degree in molecular biology from Brown University and a master's degree in politics from Oxford University, where she was a Rhodes Scholar. She earned her J.D. from Yale Law School.





The Tales That Bind

Ninth Grade Dean Emily McCauley has long admired the depth of emotion in NPR's StoryCorps interviews, where everyday people connect and build understanding through conversation and storytelling. The unique circumstances of this ninth grade class' capstone year convinced her that this was the year to do a StoryCorps project at Fay.



I wanted to do something where the students had to talk about themselves, listen to each other, and reflect on the challenges they have overcome and lessons they have learned," Emily says. "I wanted to do something that captures each of their authentic selves." The composition of this year's ninth grade class is also interesting because it provides a breadth of perspectives to share. Seven members of the class have been at Fay since Pre-K. In contrast, five ninth graders were new this year and have consequently never experienced a Fay without Covid.

For the project, Emily paired up students whom she felt might not know each other well and asked them to draft questions that would elicit reflections on their journey at Fay. Partners met and interviewed each other on video and then shared the

file with Emily. Some interviews were ten minutes long, while others went well over an hour! Students shared their favorite Fay moments, what they miss about life before Covid, their first Fay friends, teachers who had a particular impact, their proudest achievements, and what they will miss most. A team of seven ninth grade volunteers helped edit the videos and combine them into a one-hour documentary that Emily will share with the class. “I hope that the final video is a keepsake

that helps them feel connected to each other and to Fay,” says Emily.

Even though she has already seen the footage, Emily anticipates how emotional watching the final video will be for her and the students. “What stands out most is the students’ genuine appreciation for what they have been able to do at Fay this year, that they couldn’t have done anywhere else,” she says. She points out that many of the routines that they now

appreciate the most are things that they might have complained about in the past. For example, several students expressed gratitude for rotating assigned seating at family-style meals because it gave them an opportunity to get to know a wide range of people, a rare opportunity this year. “What we carry forward is interesting, and it’s been wonderful to hear this group share their thoughts,” says Emily. “They’ve been able to find their best selves.”



“What stands out most is the students’ genuine appreciation for what they have been able to do at Fay this year, that they couldn’t have done anywhere else.” —*Emily McCauley*

Congratulations, Mr. Zhao!

It will come as no surprise to the Upper School students that when science teacher Xiaohu Zhao took his citizenship test on March 29, 2021, he passed with a perfect score! It’s been a long road to citizenship for Xiaohu, who moved from China to the United States with his parents in 2002. Shifting policies over the years meant that there were several times when he was close to getting a green card and others when he almost had to leave the country. However, Xiaohu refers to 2016 as a “magical year” because it was the year that he finally got his green card, started working at Fay, and welcomed his son Leo with wife and fellow Fay faculty member Qianqian Huyan. While Covid restrictions meant that Xiaohu’s family could not attend the oath ceremony, which took place in a USCIS Field Office, it was nonetheless a special experience. “It was the proudest moment in my life,” says Xiaohu. “This is such a beautiful country where you get to have so much freedom. I feel really honored, and it’s a privilege to have this opportunity.”



Celebrating Lainie Schuster



In June, the Fay community celebrated the retirement of Head of Lower School Lainie Schuster and her twenty-seven years of dedicated service. At an online celebration in Lainie's honor, Head of School Rob Gustavson shared the following remarks.



Lainie Schuster came to Fay in 1994 as a long-term substitute teacher in Upper School and then moved to Lower School as a mathematics and fifth grade homeroom teacher. Widely respected and admired by her colleagues, Lainie served as Anne Bishop's unofficial assistant Head of Lower School for a number of years; and when Anne was appointed Head of Fay's new Primary School in 2010, Lainie was appointed the new Head of Lower School. While excited by the opportunity, Lainie was reluctant to leave the classroom behind. She accepted this new role with the understanding that she could continue to teach at least one class each year. Lainie is a teacher at heart, and she loves to teach – both children and other teachers. During the course of her career, she has traveled the country to teach whole districts of teachers about the benefits of using hands-on, constructive mathematics in the elementary classroom.

As Head of Lower School, Lainie has successfully overseen important transitions. She led the establishment of a new Lower School division made up of grades three to five, and then she envisioned and designed a new, comprehensive program for the sixth grade when it became part of the Lower School. Lainie's tenure at Fay and her position in the "middle" division has enabled her to be effective in making connections among all three divisions and to improve the transition for students moving from one division to the next. Lainie has strengthened connections between the School's three divisions, with Learning Services, and with the Office of Admission. As a result, the School's decisions about students' enrollment and re-enrollment are better-informed and more thoughtful.

Lainie never rests on her laurels, and she is committed to identifying opportunities

that strengthen and enrich the Lower School program. I know she is especially pleased with the evolution of the One School, One Book program, which provides a special opportunity to connect students, families, and faculty as the entire Lower School reads and discusses the chosen book each year. Lainie is justifiably proud of this impressive program that has become a hallmark of the Lower School experience at Fay.



Lainie is a charismatic leader and also a strong advocate for servant leadership. As a master teacher, her credibility is firmly established in the eyes of the faculty. As a leader, she has been able to find the right balance between being clear about expectations for teachers and students and responding to individual needs and concerns. Lainie is accessible, receptive, and responsive, in spite of the demands on her time that her role requires. Faculty know what she expects, and they know she will hold them accountable; they also know she is fair, reasonable, and caring. Lainie never takes the easy way out.

Lainie oversaw the successful completion of the past two school years in the Lower School despite the extraordinary challenges presented by the pandemic. Her collaboration with colleagues and her active oversight of regular communication with parents facilitated a smooth transition to a remote learning program and effective implementation of a very different approach to teaching and



Lainie led the establishment of a new

Lower School division made up of grades three to five, and then she envisioned and designed a new, comprehensive program for the sixth grade when it became part of the Lower School.

learning last spring. With the return to in-person teaching in the fall, Lainie was actively involved in planning and implementation to support students, families, and faculty as we navigated and responded to changing conditions and requirements. While this past year may have been characterized by worldwide uncertainty and anxiety, Lainie ensured that our students, families, and faculty could feel that the Lower School – and by extension, Fay School—was a source of continuity, stability, warmth, and community.

I am grateful to Lainie for her strong, positive leadership; for her creativity and commitment; and for her many contributions as a member of my senior administrative team. Her work has strengthened the culture of the Lower School by maintaining high expectations for students and upholding standards of excellence for faculty. Lainie is determined and persistent in the face of adversity; her work ethic and unwavering dedication to providing the best possible educational experiences for our students continue to inspire her colleagues.



Lainie, thank you for your 27 years of teaching, learning, and leading at Fay. Our school is a better and stronger place because of your outstanding work, your unwavering dedication, and the expectation of excellence you set for yourself, our students, and our faculty. All of us are grateful for everything you have accomplished.





Celebrating Stu Rosenwald

This spring, the Fay community gathered at an online celebration to pay tribute to Stuart Rosenwald, who retired this year following a 40-year career at Fay. Head of School Rob Gustavson shared the following remarks.

Over the last four decades, Stu Rosenwald has been a colleague to many members of Fay's faculty and staff, advised many students and parents, supported the work of the Board of Trustees, collaborated with secondary school admission officers, and worked successfully with four Heads of School.

Stu was originally hired as an English teacher, dorm parent, and coach by Head of School Brooks Harlow in January 1981. His letter of appointment included Brooks' best wishes to Stu and his then-fiancée, Lorie! In 1993, Head of School Steve White appointed Stu Director of Secondary School Placement, and Stu continued to teach English and coach for many more years. In 2016, I was pleased to appoint Stu Associate Head of School and Director of Secondary School Counseling.

One of Stu's great gifts has been his ability to build authentic, lasting professional relationships and personal friendships through his work. Always the professional, he listens actively, provides counsel, and demonstrates genuine empathy. Colleagues, professional peers, and parents alike appreciate his warmth and probity; even more noteworthy, they just really enjoy his company.

Earlier this spring, I spoke on Stu's behalf at our annual Faculty and Staff Service Award event, where Stu was honored for his 40 years of service to Fay. I spoke about Stu's successes in building and improving Fay's Secondary School Counseling program and the importance of the strong, influential relationships he has built and nurtured with the admission offices of secondary schools from across the country and around the world. Stu's success as Director of Secondary School Counseling is due in large part to the strength of these relationships. Secondary School admission offices trust his judgment



and recommendations, and Fay's outstanding reputation throughout the secondary school community has been just one of the positive results.

As Associate Head of School, Stu's effectiveness and scope of influence increased, to the benefit of our school. His depth of experience at Fay and his standing in the community have made him a valued mentor to newly appointed administrators, as he has provided valuable perspectives, useful feedback, and an understanding of "how Fay works". As a trusted colleague, he has provided thoughtful guidance to faculty members who were encountering personal and professional challenges. Stu is a true ambassador for Fay. His strong connections with alumni and past parents made him a valued resource on Advancement Office trips to Asia and when alumni and parents have visited campus.

Fay has been an important part of Stu's life, and he has consistently demonstrated dedicated service to the School. Once he had made the decision to retire from Fay this year, Stu purposefully took a step back from direct involvement with parents so that the members of his team could take a step forward. At the same time, he continued to make himself available as a resource to engage directly in situations that would benefit from his advocacy and attention. It is not easy for an experienced administrator to give up that level of involvement, but Stu understood the importance of preparing his team for his departure, not only for their professional benefit but also for the long-term well-being of the

One of Stu's great gifts has been his ability to build authentic, lasting professional relationships and personal friendships through his work. Always the professional, he listens actively, provides counsel, and demonstrates genuine empathy.



School. I appreciate his determination to ensure that Fay's secondary school counseling office remains as strong as ever after his retirement.

As I speak about Stu's legacy at Fay, I would like to also recognize Lorie Rosenwald's dedication and service to our school. Lorie has supported Fay in many ways over the years but has never asked for or expected recognition for her contributions. She has attended Fay events and travelled overseas as an unofficial representative of Fay; she has opened up her home to welcome members of the Fay community; she's been an on-call Health Office driver when students needed transportation to appointments; she's helped to compile secondary school application packets; and I am sure there are innumerable other ways in which she has supported Fay that we don't know about. She has been a Fay ambassador in her own right.

Stu, from my first days at Fay, I have appreciated your experience on a range of issues, your deep knowledge of the School's traditions and culture, and your willingness to share your expertise. During the past 13 years, your perspective has helped me make better decisions, and you have been a valued member of my administrative team. I want to express my personal thanks for your wise counsel and reliable support. On behalf of Fay School, I extend sincere thanks for all you have done for Fay and offer our very best wishes to you, Lorie, and your family.



FAY SCHOOL CLASS OF 2021



Back row, left to right: Katya Skinner, Kyra Shustak, Nicholas Haseotes, Luke Gallo, Mujeeb Amin, Blu Mohn, Nathan Kikonyogo, Drew Carr, Christian Brown, Jacob Morse, Rithin Munnangi, Matthew Smith, David Bronshvayg, Isaac Chan.

Middle row, left to right: Mia Overbye, Katie Pieper, Ava Chen, Luna Zhang, Rina Fujii, Sophia Kim, Victoria Angella Knibbs, Jack Jiang,

155th COMMENCEMENT



Davian McDonald, Pherel Esprit, Krystian Pothel, Machias Poreda, Ethan Zhang, Luke Zhang, Benjamin Williams, Owen Guiney.
Front row, left to right: Noori Dalamal, Delphi Lyra, Sabrina Ottaway, Dena Chawaldit, Janna Hindawi, Olivia Du, Emily Emanuel, Astrid Ordonez, Cynthia Perez.

FAY SCHOOL CLASS OF 2021

Fay honors the ninth grade students who were not able to come to campus for our in-person Commencement ceremonies:

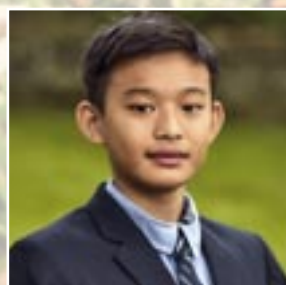
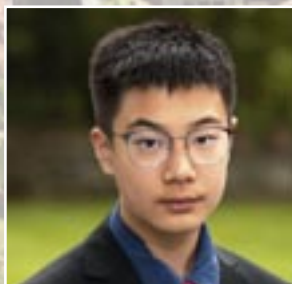


Orhan Selim Abalioglu
Mikhail Semyonovich Blinnik
Phawit Tri Changkasiri
Yuezhou Charlie Fang
Aleksandr Denisovich Girko
Isaiah Victor-Allen Harris
Kierah Jackie-Marie Harris
Yeonjae Ally Kim
Nannapat Patty Kongsomjit
Kyohyun Choi David Koo



JUNE 12, 2021

Eun Hyuk Austin Lee
Gregory Valentin Li
Bohan Edward Liu
Jiyun Ellie Nam
Egao Ozawa
Jiayu Jade Shi
Cholchanok Fundee Tongtip
Mark Valyushkov
Kiet Anh Alan Vu
Sihan Joyce Zhao



Celebrating Fay's 155th Commencement



June 12, 2021



CLASS OF 2021



Orhan Selim Abalioglu
Mercersburg Academy

Mujeebullah Amin
Brooks School

Mikhail Semyonovich Blinnik
Peddie School

David Akiva Bronshvayg*
Bard Academy

Christian E. Brown*
Woodberry Forest School

Drew Michael Carr
St. Mark's School

Isaac Weilin Chan
Concord Academy

Phawit Tri Changkasiri
Brooks School

Amol-Rada Dena Chawaldit
Choate Rosemary Hall

Ava Chen
Phillips Academy

Noori Aroon Dalamal
Lawrenceville School

Olivia Jiayin Du
Choate Rosemary Hall

Emily Ruth Emanuel*
Concord Academy

Pherel Simon Esprit
Middlesex School

Yuezhou Charlie Fang
Pomfret School

Rina Fujii
Phillips Exeter Academy

Luke Gerald Kevin Gallo
Phillips Academy

Aleksandr Denisovich Girko
Northfield Mount Hermon School

Owen Christopher Guiney
Choate Rosemary Hall

Isaiah Victor-Allen Harris
Phillips Academy

Kierah Jackie-Marie Harris
Phillips Academy

Nicholas Haseotes*
St. Mark's School

Janna Hindawi
Lawrence Academy

Jiarong Jack Jiang
The Pennington School

Nathan Mukisa Kikonyogo
Pomfret School

Soeun Sophia Kim
Tabor Academy

Yeonjae Ally Kim
Phillips Academy

Victoria Angella Knibbs
Suffield Academy

Nannapat Patty Kongsomjit
Emma Willard School

Kyohyun Choi David Koo
Iolani School



CLASS OF 2021 SECONDARY SCHOOL DESTINATIONS

Eun Hyuk Austin Lee
Lawrenceville School

Gregory Valentin Li
St. Mark's School

Bohan Edward Liu
Phillips Exeter Academy

Delphi Emily Lyra
Northfield Mount Hermon School

Davian Charles McDonald
Phillips Academy

Astrid Virginia Mejia Ordonez
Emma Willard School

Lucy Miller Mohn*
Fountain Valley School

Jacob Parker Morse*
St. George's School

Rithin Reddy Munnangi
Lincoln-Sudbury Regional
High School

Jiyun Ellie Nam
Deerfield Academy

Sabrina Haller Ottaway
Lawrenceville School

Mia Katherine Overbye*
St. Mark's School

Egao Ozawa
Loomis Chaffee School

Cynthia Valentina Perez
Choate Rosemary Hall

Katherine Ann Pieper
Suffield Academy

Machias Belt Poreda
St. Mark's School

Krystian Patrick Pothel
Governor's Academy

Jiayu Jade Shi
Phillips Academy

Kyra Isabelle Shustak
Loomis Chaffee School

Ekaterina Skinner
Portsmouth Abbey School

Matthew James Smith
Lawrence Academy

Cholchanok Fundee Tongtip
Westminster School

Mark Valyushkov
Cushing Academy

Kiet Anh Alan Vu
Pomfret School

Benjamin Nathaniel Williams*
St. Mark's School

Chengyue Luna Zhang
Phillips Exeter Academy

Luke Zhang
Middlesex School

Ethan Zhang
Choate Rosemary Hall

Sihan Joyce Zhao
Webb Schools of California

**Niners – Students who have attended
Fay since Pre-Kindergarten*

“To me, there is no imagery more powerful than an archer splitting the target. Powerful, majestic, and forceful, the archer conjures images such as Apollo and his golden bow or a bullseye pierced at heart center by an arrow. But ponder this: before the arrow flies forward to its target, it must be pulled backwards. In what is seemingly the wrong direction, the journey backwards creates the very torque and force that enables the arrow to travel forward with force and precision. So don't be surprised that most acts of moral courage are preceded by a period of going backwards. Perhaps going backwards is how you would describe the lost years of the pandemic... but I would implore you to believe the opposite. This journey backwards, and countless others you will face in your life, is merely the archer pulling you back so that you can arc forward with force, purpose, and courage to split the target.”

—Commencement speaker Gregg Beloff '83





“I hope you developed a new appreciation for your school, for the education you received here, and for the community that makes Fay special.”



“You made it! You persevered and you triumphed!”

Rather than buckling under the pressures of the pandemic, you rose above. You showed up—virtually or in-person—and did your work. You learned in face masks or via Zoom, bonded in your cohorts, and managed to have a pretty good time overall. While there were certainly ups and downs, you should be proud of your efforts and your resilience. For those of you returning in the fall: while we all need the summer to recuperate, I am very much looking forward to a new year and to a chance to re-establish the routines and traditions that make Fay unique. For those of you departing Fay: whether Fay has been your literal residence as a boarder or simply an anchor for you for the last one to ten years, you are part of Fay and Fay is part of you. You will always have a home here, and while you are traveling on, we will be rooting for you, supporting you, and wishing the best for you no matter where your journey leads.”

—Sarah Remsberg, Head of Upper School, at the final Morning Meeting of the year

CLASS OF 2022

Secondary School Destinations

Zhain Sohail Alkhoury St. Mark's School	Josephine Alexandra Davis Suffield Academy	Ava Fort Maglieri* Suffield Academy	Suvipra Singh Admiral Farragut Academy
Ignacio Almandoz Lincoln-Sudbury Regional High School	Connor Scott Gleason Phillips Academy	Emilio Andre Manz Noble and Greenough School	Reina Tanaka Keio Shonan Fujisawa Junior High School, Japan
Leen Alkuwait Ebrahim Alsalem* Marlborough High School	Vera Eugenea Gluzman Dexter Southfield School	Prisha Karan Mathur The Village School, Houston	Jesse Oliver Leon Tokaya* Assabet Valley Regional Technical High School
Andrew G.P. Antonopoulos Concord Academy	Hayden Walter Gobron St. Mark's School	Lila Vivian Mato* Hopkinton High School	Anh Mai Tran St. Mark's School
Luke Arnold Suffield Academy	Griffin Michael Harding St. John's High School	Ashwini Raghu Menon Middlesex School	Christie Shin-Yi Wang Northfield Mount Hermon School
Nicholas J Barron IMG Academy	Owen Spencer Harrington Noble and Greenough School	Taylor Chase Millard Hopkinton High School	Tyler Nan Yen Wang St. Paul's School
Megan Joy Bauer* Suffield Academy	Camryn Elle Hartigan New England Innovation Academy	Yianni Moutoudis Worcester Academy	Nolan James Whelan St. Mark's School
Sofia Bedolla Guzman Instituto Cumbres, Mexico	Daniel Henk Fordham Preparatory School	Ngoc Minh Hayley Nguyen Head-Royce School	Julia Wilner Suffield Academy
Savar Bhasin St. John's High School	José Manuel Herrerias Humanitree School, Mexico	Angela Emei Noyes Boston University Academy	Lezhi Lorita Wu International School Nanjing
Anika Bhatnagar Phillips Exeter Academy	Carey Huang St. Mark's School	Allison Mary Pacheco Lawrence Academy	Grace Enjia Xu Singapore American School
James DeMarco Bois* Suffield Academy	Milena Christina Insani New England Innovation Academy	Jun Park Cranbrook Schools	Mai Yoshizawa Keio Chotobu Junior High School, Japan
Kennedy Brown Middlesex School	Sophia Yuinfei Jiang Concord Academy	Tristan Peter Partlan* Lawrence Academy	Elle Rhys Zaidan-Jones Northfield Mount Hermon School
Ian Chang Seoul Foreign School, South Korea	Eugenie Kim Loomis Chaffee School	William Atticus Pyron Lawrence Academy	Dylan Matthew Zaterka St. Mark's School
Chusita Danie Chawalidit Cushing Academy	Chloe Ji-Won Kim* Tabor Academy	Evelyn Gabrielle Ariel Robb Tabor Academy	Adaline Ge Zhang St. Mark's School
Grace Chi Mercersburg Academy	Caroline Atkins Klein Northfield Mount Hermon School	Sydney Robinow Loomis Chaffee School	Lindy Wu Zhang Groton School
Kathryn Taylor Clark Lawrence Academy	Pornpat Punch Kongsomjit Emma Willard School	Penelope Lambert Shepherd Northfield Mount Hermon School	Mariano Zubiria Ayala Pinecrest International School, Mexico
Nate Andrew Consigli St. Mark's School	Royce Joowon Lee St. Paul's School	Vir Singh Sidhu St. Mark's School	
Alejandro Contreras The American School Foundation, Mexico	Maximillian Eitan Linton Middlesex School	Kayo Lira Silva Concord Academy	
Kylie Alexis Corrigan Pomfret School	Zihan Victoria Liu Phillips Exeter Academy	Lauren Riedel Simon Rivers School	
		Diego Mariano Simosa Worcester Academy	

*Octavi – Students who have attended
Fay since Pre-Kindergarten



CLASS OF 2018 College Destinations



George Bauer
Babson College

Robyn Campos
Syracuse University

Trey Connolly
Coastal Carolina University

Juan Pablo Corvera
Tecnológico de Monterrey

Marcus D'Angelo
*University of California,
Berkeley*

Jake DeSabato
High Point University

Amelia Duane
Colby-Sawyer College

Marwan El-Bendary
*EAE Business School,
Barcelona, Spain*

Alex Fan
University of Chicago

Jamie Fiedorek
Colby College

Elizabeth Flathers
Connecticut College

Thomas Flathers
Brown University

Colin Froe
College of Wooster

Marley Froe
Union College

Berk Gokmen
Cornell University

Sarah Grossi
New York University

Andrew Haggerty
Grinnell College

Max Hamann
Hamilton College

Tori Hodkin
Colorado College

Dylan Hoffman
Worcester Polytechnic Institute

Lucas Hoffman
Davidson College

Ryley Holmes
Fairfield University

Mazin Hussein
Duke Kunshan University

Arya Ika
Babson College

Zahaan Khalid
Washington University

Pitipat Mac Kongsomjit
Worcester Polytechnic Institute

Julia Laquerre
Northeastern University

Holden LeBlanc
Northeastern University

Soo Ahn Lee
Wellesley College

Xiaoxuan Lisa Li
Stanford University

Katrina Lovegren
Chapman University

Sophia McGeehan
Rhodes College

Stephen McNulty
Yale University

Demetra Moutoudis
American University

Nicha Bambi Nandabhiwat
Babson College

Luke Nemsick
*United States Coast Guard
Academy*

Luca Nicastro
The University of Richmond

Trey Pannell
University of Maryland

HP Park
Cornell University

Patrick Quinlivan
Bucknell University

Sean Quinlivan
Northeastern University

Jillian Robertson
University of Chicago

Nicholas Salvemini
Rochester Institute of Technology

Nikhil Sharma
University of Chicago

Santiago Simms
DePaul University

Emma Simon
University of Colorado, Boulder

Joseph Tilzer
Macalester College

Pablo Velasco Deeke
Babson College

Richard Waterfall
Roger Williams University

Matthew Weng
Columbia University

Kaylynn Wilson
Johns Hopkins University

David Wu
Cornell University

Mathias Zawoiski
Haverford College

Guangda Zhang
Boston College

Annie Zhou
Columbia University

Graduating in 2022

Michael Greystone
Tyler Hammond

Renee Jiang

Shane Kelly

Theodore Koay

Slater Loffredo

Yuk Miu

Alex Morey



Clockwise from top left: Sabrina Ottaway accepts a Head of School Award; Nicholas Haseotes accepts the M.J. LaFoley Poteris Modo Velis Award; 20-21 Red Color Team President Nathan Kikonyogo, 21-22 Red Color Team President Jeremiah Chaves, 21-22 White Color Team President Marko Wuchenich, and 20-21 White Color Team President Davian McDonald; Head of School Rob Gustavson presents the Laura Ducey Award for Distinguished Service to Erin Ash Sullivan, Director of Marketing and Communications; the A. Brooks Harlow, Jr. Flag Award, which was presented to Jade Shi, who also won the Drama Award and the Wellness Department Award and Ninth Grade Top Scholar Ava Chen, who also won the Creativity and Design Award and the Philip G. Stevens '14 Science Award.

UPPER SCHOOL AWARDS

NINTH GRADE AWARDS PRESENTED AT COMMENCEMENT

The following ninth grade awards are selected by the entire Upper School faculty, except for the Head of School Award and the Harlow Flag Award, which are selected by the Head of School.

Windeler Improvement Award

Nathan Mukisa Kikonyogo

The A. Brooks Harlow, Jr. Flag Award

Jiayu Jade Shi

M.J. LaFoley Poteris Modo Velis Award

Nicholas Aristedes Haseotes

Jopling Thoughtfulness Award

Cynthia Valentina Perez

Head of School Award

Sabrina Haller Ottaway

Egao Ozawa

Edwards Award for Citizenship

Chengyue Luna Zhang

Founders' Medal

David Akiva Bronshvayg

UPPER SCHOOL AWARDS PRESENTED AT PRIZE DAY

ATHLETICS AWARDS

Crump-Moody Award for Earnest Effort in Girls' Athletics:

Cynthia Valentina Perez

Whitehouse Award for Earnest Effort in Boys' Athletics:

Jacob Parker Morse

Annie Papadellis Award for Excellence in Girls' Athletics:

Mia Katherine Overbye

Morris Award for Excellence in Boys' Athletics:

Krystian Patrick Pothel

ARTS AWARDS

Drama Award:

Jiayu Jade Shi

Art Award:

Chengyue Luna Zhang

Arion Foundation Award (Music):

David Akiva Bronshvayg

ACADEMIC AWARDS

Creativity and Design Award:

Ava Chen

Scul Award for Composition:

Olivia Kwon, for her essay, "Eraser Crumbs"

Seaver R. Gilcreast English Award

Chengyue Luna Zhang

English Language Program Award:

Astrid Mejia Ordonez

Morrell Award for History:

Rachel Ding

The Arline and Harvey Steinberg History Award:

Delphi Emily Lyra

Mathematics Award:

Bohan Edward Liu

Annie Leavitt Memorial Award:

Lauren Riedel Simon

Philip G. Stevens '14

Science Award:

Ava Chen

Wellness Department Award:

Jiayu Jade Shi

World Language Award:

Emily Ruth Emanuel

TOP SCHOLAR AWARDS

Highest Cumulative Averages

Grade Seven:

Rachel Ding

Grade Eight:

Zihan Victoria Liu

Grade Nine:

Ava Chen

SCHOOL COMMUNITY AWARDS

Francis H. Tomes Memorial Award:

Mia Luna Zayas Echevarria

Bruce Higbee Storkerson

Memorial Award:

Parker Alexandra Friedman

Waldo B. Fay Memorial Award:

Joseph Charles Doyle

Harvard Club Book Award:

Lauren Riedel Simon

Elizabeth Reinke Service Award:

Owen Spencer Harrington

Henry U. Harris Sr. Award:

Jesse Oliver Leon Tokaya

DORM CITIZEN AWARDS:

Sixth Form Girls:

Evelyn Gabrielle Ariel Robb

Top Floor Girls:

Mia Luna Zayas Echevarria

Middle Floor Steward Boys:

Jeremiah Chaves

Top Floor Steward Boys:

Keijiro Hori

Village Boys:

Isaac Weilin Chan

Village Girls:

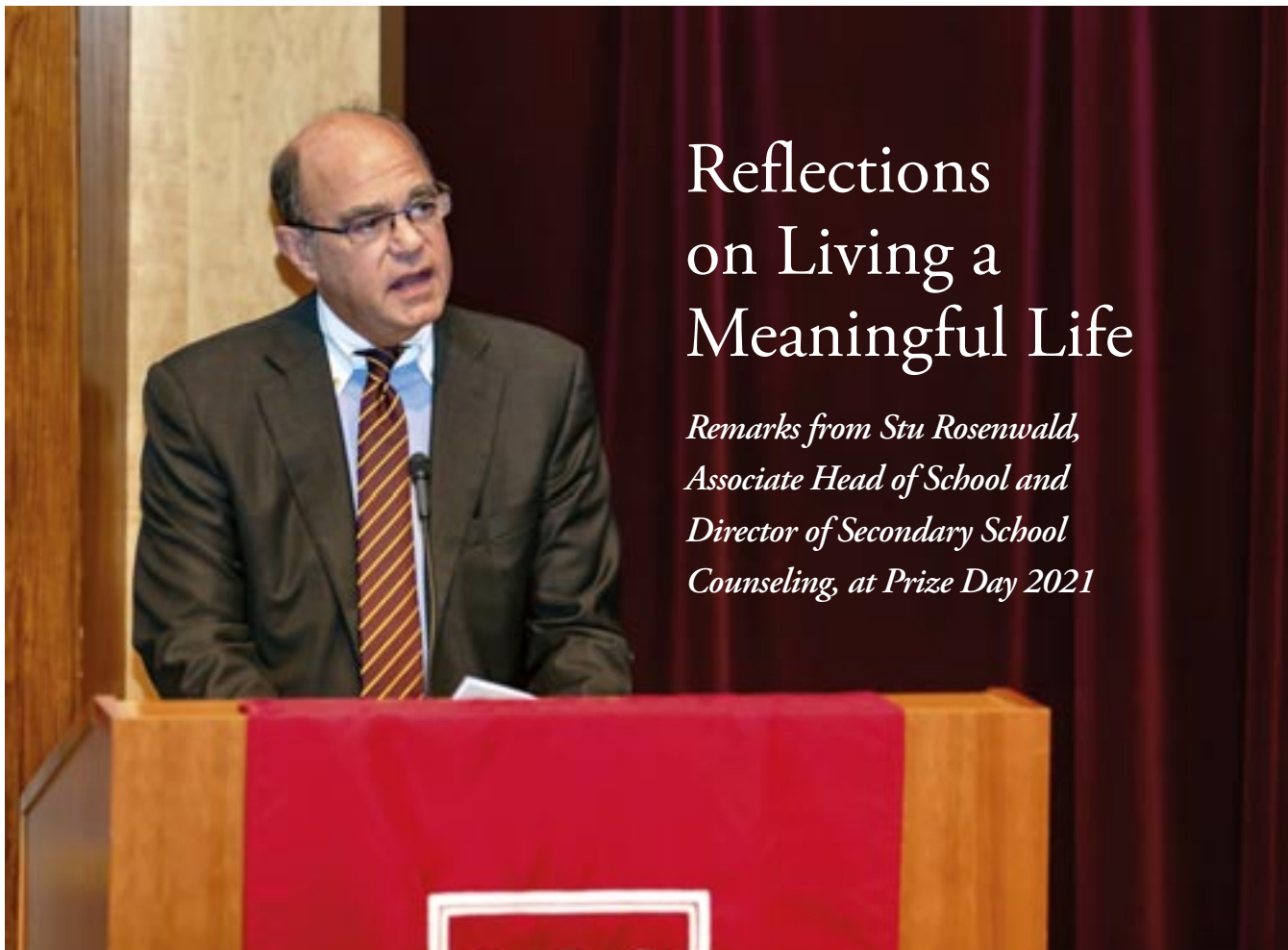
Yuzuki Nishi

West House:

Katherine Ann Pieper

CHOATE PUBLIC SPEAKING AWARD:

Davian Charles McDonald



Reflections on Living a Meaningful Life

*Remarks from Stu Rosenwald,
Associate Head of School and
Director of Secondary School
Counseling, at Prize Day 2021*

Good morning, everyone. It's great to be here and to have the opportunity to give you some parting thoughts before I retire from Fay at the end of the month. I've worked at Fay for 40 years. I started as an English teacher at the age of 24, and I lived in the Steward Dorm and coached several different sports. I actually coached Mr. Beloff in both basketball and baseball, which gives you an indication that I'm a pretty old guy. I became the Director of Secondary School Counseling after having

*"Be optimistic. Every day
is a new beginning."*

been at Fay for ten years, and then I also became the Associate Head of School five years ago. I've had a very rewarding career at Fay, and I want to tell you a bit about what I've learned during my 64 years on this earth.

I want to give you my thoughts about your future and how to live a meaningful life. So here goes....

Follow your passions when choosing what you want to study in school and what you want your career to be. Don't do what others tell you to do or what you think society thinks you're supposed to do. My father was a lawyer, and he wanted me to be a lawyer, and I actually even went to law school for a little while before realizing that the law wasn't for me. It was hard for me to leave that profession because I didn't want to disappoint my father and because I thought that I would be prominent in society if I were to become a lawyer. When I left law school, I sort of fell into my teaching job at Fay and soon discovered that teaching, coaching, and dorm parenting fit my personality well. Later, when I became Director of Secondary School Counseling, that job was a great match for my personality as well. It was still a bit difficult for me because, in the United States, educators are not looked upon with as much esteem as lawyers, but now, in the twilight of my career, I can look back and know that I did the right thing. I had a career that I was passionate about and one that fit my strengths as a person.

“Whether you’re leaving Fay today or tomorrow, or in the coming years, do us proud! And do yourself proud! I have full confidence that you will.”

Do what you want to do, not what you think you’re supposed to do. This previous story also shows that the best laid plans don’t always work out the same way you thought they would, but that can be a very positive thing. Have the courage to change your mind and change your plans if that’s what’s best for you.

Be nice to others and stick up for people who are being bullied. When I was your age, and even later in high school and college, I wasn’t the nicest person to others. I would sometimes make fun of other kids, and others would laugh—I felt pretty cool when this happened and thought that my social standing was improving as a result. When looking back on that, I have regrets. I now rarely do that kind of thing, but it’s taken me a long time to learn that it’s wrong and that social standing isn’t necessarily so important. I want you to know this now so that you don’t make the same mistakes that I did, so that you don’t hurt other people, and so that you stick up for people in need.

Instead of hurting others, help people. You feel good about yourself and about life when you do things for others or give advice that helps others when they seek your advice. Helping others gives your life true meaning and makes you happier.

Be optimistic. Every day is a new beginning. If things are bad, have faith that they will get better. An example for many of you will be when you attend your next school after Fay. The transition may be hard at first. You may feel

out of place and unhappy at times during the first few weeks, maybe even the first few months. Don’t despair. Don’t give up. Every day is a new start, and know that things will improve.

Enjoy the important things in life. The pandemic has actually helped us with this. Your family and friends are so significant in your lives, as is the ability to sit back and reflect upon the everyday joys of life.

Surround yourself with people who bring out the best in you. Focus on THOSE friends. In these days of social media, understand that it’s really not about how many friends you have; the important thing is to have good, true friends. Quality is much more important than quantity. You will be in good shape as long as you have at least one great friend.

Appreciate your opportunity to have gone to Fay. My three children all went to Fay, and they now say that they got a great foundation for their adult lives. My son Alex says that he had a huge advantage when interviewing for jobs right out of college because of what he learned and practiced at Fay, such as public speaking, self-advocacy, and being able to talk genuinely about yourself and your strengths and weaknesses. Also appreciate your parents for their sacrifices in sending you to Fay.

Continue to work at becoming a better person all of your life. That should be your goal for your entire life. I’m 64 years old and am still trying to become a better person as I get older and evolve every single day.

Here is my final point, and it’s a very important one:
Have fun in life!

We are so fortunate to have been given the opportunity to live.

Enjoy every day, have a good sense of humor, do fun things, and make fun comments—but never at the expense of others. Always treat everyone with respect. Every person has equal value!

Whether you’re leaving Fay today or tomorrow, or in the coming years, do us proud! And do yourself proud! I have full confidence that you will.



Primary School Moving-Up Ceremony



Fay's eleventh Primary School Moving-Up Ceremony took place in person for our second graders, while other students, families, and friends participated in the ceremony virtually via livestream. Congratulations to the second graders as they move on to third grade and Lower School!



“ This spring, we enjoyed learning stories about your names. All of your names are connected to your identity, what makes you, you. A name can represent a family's heritage, have a connection to your cultural background, convey meaning, or make a beautiful rhythm, sound, or song. As I heard and read the stories about your names, I learned that some of you were named after your grandmother or a famous person, or all the names in your family begin with a certain letter. Others shared that their name means smile or strength. Each of your names are unique and have a meaning that is special to you.

In Primary, you have mastered spelling your name, writing it correctly, remembering to write it neatly on your work. Writing your name says to your teacher and your friends, this is what I made and this is my best effort. How neatly you write your name might even show how proud you are of your work.

...You are about to become third graders, and you have a lot of time to figure out who you are and who you want to be. Your name is only a part of that, but it also represents you. ” —Katie Knuppel, Head of Primary School





“
Writing your name
says to your teacher
and your friends, this
is what I made, and
this is my best effort.”



Lower School Closing Exercises



Fay's 50th Lower School Closing Exercises took place in a hybrid format this year, with sixth graders attending in person in Harris Theater and family members viewing the event remotely via livestream. The students were delighted to be able to celebrate together in person, and the entire Lower School was happy to have the opportunity to wish Head of Lower School Lainie Schuster the very best as she begins her retirement!



“

We were incredibly fortunate to have the opportunity to do in-person learning as soon as September started, and although it was not a completely identical experience to the years that we had before, we still got to have morning meeting, lunch in the dining hall, and sports, which added a sense of normalcy to our lives.

—Jack Owens, sixth grade class speaker

There has been plenty of darkness this past year, but if it has taught us anything, it's that it's important to look to the stars no matter how faint their glow may be.

—Anaaya Seth, sixth grade class speaker

Living a good life—one of passion, one of conviction, and one of courage—is not beyond your grasp. It is time for everyone in this Lower School division to begin to think about their own good lives—where is my passion? What convictions define my life? What moves me to demonstrate courage? ... So...tell me...What is it that you plan to do with your one wild and precious life? Make it a good one!

—Lainie Schuster, Head of Lower School

”



“ So... tell me... What is it that you plan to do with your one wild and precious life? ”
Make it a good one.



Citizenship Awards

Grade Three

Anderson Agu
Christopher Morgan
Elle Paquette
Arianna Smith
Daniel Zdorovtsov

Grade Four

Connor Matlock
Samuel Medina
Raymond Ryu

Grade Five

Norah Brown
Zoe Haseotes
Gavin Lyle

Grade Six

Danny Cassetta
Alexandra Feingold
Reese Friedman
Max Mandler

Effort Awards

Grade Three

John Antonopoulos
Tabi Brown
Matthew Cabrera
Alessandra Lotuff

Grade Four

Alexander Drotch
Peter Haseotes
Amaia Mertz
Ahana Saluja
Avery Sargent
Nina Sciacca

Grade Five

Veda Acharyya
Sophia Brooks
Sean Liu
Charlotte Martin
Erik Morgan
Kendra Snell

Grade Six

Daniel Anjoorian
Teagan Cavanaugh
Nicole Lefavour
Paulina Rassi

Grade Six Academic Excellence Awards

Jonathan Aish
Jack Owens
Anaaya Seth



The Eugene Kim O'Donnell Memorial Prize

An endowed gift by the family of Eugene Kim O'Donnell, Fay Class of 1968, given to a student in fifth grade who best exemplifies the qualities of scholarship, cooperation, and strength of character possessed by their son.

Sarah Ye

The Elizabeth H. Scattergood Memorial Prize

Named for former Head of Lower School Elizabeth H. Scattergood, this award is given to a member of the sixth-grade class who demonstrates determination, kindness, and grace.

Ada Mertz



Enjoying the view from a gap year on the Appalachian Trail. Read more about the adventures of Caleb Reske '17 and Jack Griffin '17 on page 70.

CLASS NOTES

1952

KEN HEARD checked in in February with this update: “My spouse Martin Padgett and I winter in Thailand. We were to return to Toronto in March 2020 but never got back; we are still here. Thailand’s solution was simple—not to let into the country people from anywhere where the disease is rampant. We can stay here because our arrival predated the

pandemic. If, however, we leave we would not be allowed back in. We do not expect we can get back, or go anywhere else for that matter, until some time in 2022. The caseload here is so far 7000, most of whom have recovered; and only 76 people have died from it. For a country of almost 70 million people, those results are pretty good. We are much safer here than we would be anywhere else, and by now the local lockdown measures are not onerous.

Yes, we all have to wear masks, but here many people were used to doing so anyway. There are some restrictions on movement, large numbers congregating in the same space like cinemas, etc.; but nothing like comparable requirements in North America, which nevertheless seem to be honored more in the breach than in the observance. In short, we do not regret our decision to remain here.”

1956

CHIP TURCOTTE is eager to hear from his classmates and invites alumni from 1956 to contact him at trky12@hotmail.com.

1958

DICK DEVORE has this news: “We hunkered down throughout the spring as most everyone in Northern Michigan did. We have been blessed to live on the shore of Burt Lake, which has provided us with continuous activity of ice fishermen with their shanty villages popping up on the ice. The winter was mild, with low amounts of snow accumulation and comfortable cool temps, but because of both...the water levels in the Great Lakes and Inland Lakes are the lowest I’ve seen in decades. To all I wish safe travels and good health.”

1965

MARCO PITTORE writes, “I’m still Asst. Gen. Counsel at the Massachusetts Department of Conservation and Recreation doing land acquisitions for the Commonwealth, which I have been doing from home (teleworking) since March 15, 2020. What a learning curve to learn how to do all of it electronically! The news that Stewart Phelps passed away was very sad. We were friends at Fay and then we both went to Colorado College class of 1973, where we resumed our friendship. Lots of skiing in great places.”

1967

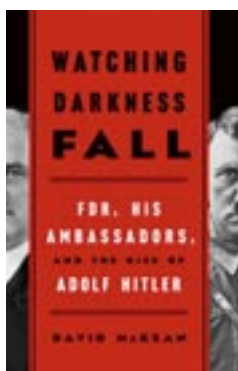
STEVE LEWANDOWSKI shared this update with us: “I am very excited to share with you that I have been chosen to be commencement speaker at my high school, St. John’s Military Academy, for my 50th class reunion.”

1968

PETE GODDARD writes, “Would love to hear from any classmates from class of 1968 at grove969@hotmail.com.”

1972

DAVID MCKEAN “My sixth book, *Watching Darkness Fall: FDR, His Ambassadors, and the Rise of Adolf Hitler* will be published by St. Martin’s Press and released on November 2. You can learn more about it on Amazon!” David is the former U.S. Ambassador to Luxembourg and former director of Policy Planning for the U.S. Department of State. He is currently a Senior Fellow at The German Marshall Fund of the United States in Washington, D.C.



David McKean's new book, Watching Darkness Fall: FDR, His Ambassadors, and the Rise of Adolf Hitler, will be out this fall.

1973

JEFFREY JAY writes, “A business my private equity firm owns called Softbox developed the temperature-controlled packaging for the Pfizer Covid-19 vaccine that has to be shipped at -70 degrees Centigrade for up to five days without any variation in temperature. Also hidden in the package is a GPS tracking chip to prevent vaccine theft and a temperature probe to track transit temperature data for the FDA. The package has performed to specifications over 99.9 percent of the time, and the Pfizer vaccine is making a major contribution to ending the pandemic.”

1978

HOLLY PARMENTER CURTIS writes, “So glad to see the class of '78 is at the top for support of the Fay Fund. We are due for a reunion as soon as it is safe, right? Because we know how to do them! Can't wait to see my classmates when we no longer need to wear masks. Best to all of you!”

1980

DAVID EMANUEL is grateful for the 11 years at Fay that his daughter, **EMILY '21**, has enjoyed, and he looks forward to his younger daughter, **JESSICA '24**, also graduating in a few years. He adds, “Despite the Covid pandemic, Fay continued to teach our children just as we continued to see patients in our surgical practice.” We were also delighted to hear from **SUE HANNAN**: “It has been a crazy year for us all! During the last year, I completed my clinical internship while trying to navigate and be safe during Covid so that I was able to complete my master’s degree in social work in August 2020. Then in May 2021 we celebrated our daughter’s high school graduation! We are blessed to have remained healthy.”



Pfizer vaccines being shipped using technology developed by Softbox, a business owned by the private equity firm owned by Jeffrey Jay '73.

Time Capsule

Given that students at Fay this year lived through a unique moment in history with COVID-19, we asked alumni to reflect on their memories of historical events that took place while they were at Fay. Here's what they told us.



The Kennedy funeral procession departs from the White House, November 25, 1963.

"I remember going to lunch in the old dining room on a bright November day and being suddenly told that we were on time (Fay for absolute quiet)! I remember looking down at my bright orange tie with skiers on it and wondering what was going on...being on time was never a welcome sign. Mr. Reinke came in and said, 'I have very bad news for you...President Kennedy has been shot...' Everyone really went totally on time including the kitchen; not even a fork dropped. I can still feel the chill that went down my spine, roughly fifty-seven years ago! I still wear the tie every November 23." —*Marco Pittore '65*



"I was one of the first girls to ever attend Fay School... that in itself was a moment in time that I'll certainly never forget."

—*Mindy Hohman Holgate '77*

Mindy Hohman Holgate (third from left) graduated from Fay shortly after Fay became coeducational in 1973.

"We were all sitting in the lodge at Ward Hill, drinking hot chocolate and watching the space shuttle take off with local teacher Christa McAuliffe on board, when it exploded. I remember the sinking pit in my stomach as I watched. It was the first time I had witnessed first-hand a loss of life. She was a celebrity in Massachusetts at the time. It felt like we'd just lost someone we knew."

—*Tom Higgins '87*



On January 28, 1986, the Space Shuttle Challenger and her seven-member crew were lost when the shuttle exploded soon after launch.

"I was playing God Bless America in handbell class when we found out that the Space Shuttle Challenger blew up."

—*Jillian Langord King '87*

“It was my first year teaching. Students in the Learning Center were on the Internet and stumbled across the news about the World Trade Center. I remember where I was standing, the students in the room, and how the school responded.”

—*Angela Arigoni-Mesfioui, faculty, 2001-2007*

“Watching the first Super Bowl on the TV in the Common Room.” —*Tony Fisher '68*



The first Super Bowl was played on January 15, 1967 between the Green Bay Packers and the Kansas City Chiefs.

“I remember walking into the auditorium to watch the inauguration of President Obama and feeling how monumental his election was. I listened to his words, but I remember noticing his deep voice and feeling hopeful for the future, even if I couldn't express that precisely in the moment. I was in sixth grade, and my brother, Jack, was also a student in ninth grade at Fay. His class was able to attend the Inauguration while on their class trip. Watching his speech and taking that moment in has meant a lot more over time, but to witness it for myself I think I understood how important it was to the country. The entire school stopped classes to watch the event, which hinted at the significance of the moment. I appreciate now, more than ever, that Fay understood this in January of 2009, and took time out of our hectic lives to witness history.” —*Sam Vogel '12*



Fay served as a temporary shelter for travelers who became stranded during the historic nor'easter that hit New England February 5-7, 1978 and dropped 27 inches of snow in the Boston area.

“The day [the Blizzard of '78] started, we went on a field trip to Faneuil Hall to eat at a French restaurant. There was no stress in the morning, but when we got back all of the day students were being evacuated like there was going to be an invasion. Massive snow and no school was not such a bad thing for us boarders!” —*Tim Arnold '78*

“[During the blizzard] we hauled people off the highway in our four-wheel drive vehicles and brought them to St. Mark's and Fay. They slept on our wrestling mats on the floor of the Reinke building. Some were stranded for five or more days. We got a police escort to lead our bus out of town for the ski trip to Stowe, Vermont.” —*William Stockwell, faculty, 1971-1980*



Barack Obama was sworn in as 44th President of United States on January 20, 2009.

1985

JILL MCELDERRY-MAXWELL has this update: “Hi, all —I continue farming and playing with fiber in central Maine. We’ve shifted our emphasis to sheep but still maintain a herd of suri alpacas. We have six adorable lambs that love visitors, so check out the farm if you’re nearby (www.bagendsuris.com).

My son is now teaching math at a small school in Massachusetts, and we couldn’t be prouder. We’ve come through the past year safely, and all is well.”



Jill McElderry-Maxwell '85 with one of her lambs.

1987

News from **CHRISTIAN GULLIKSEN**: “Had to cancel last year’s Mother’s Day plans because of the pandemic, so we were grateful that my sister **KARA (GULLIKSEN) LUKER '88** and I could celebrate in Newport Beach this year with our mother, Joanie, and Kara’s son Chase and husband John.”



Christian Gulliksen '87 with mom Joanie, sister Kara Gulliksen Luker '88, and Kara's son Chase and husband John

1991

LIZ TRAVERS BRONSON shares, “I’m still living in Austin, Texas, with my husband, two kids, and two dogs. My HR and recruiting consultancy is eight years old, and I’ve been honored to help numerous Silicon Valley companies build their people practices and hire the right people to facilitate growth. This year has been unique, with all of us being home all the time, but I’ve been incredibly grateful for our health, a career that enables me to adjust my schedule whenever necessary, and living in a city where we can get outside most of the year. I’d love to see any Austin-based (or visiting) Fay alumni.”

1991

News from **SAVILE LORD**: “Hope everyone and their families are doing well. I am still here in Austin, Minnesota, working for Hormel Foods and overseeing the SPAM® Museum and Archives. We have been doing virtual tours during the pandemic and will continue them as they have been a huge success at reaching our international fans. Kenneth and I were just able to take our first post pandemic trip to see my parents down in South Florida. It has been incredibly nice to see

things returning to a little bit of normal. During the trip, I was able visit with my uncle and learn that he sits on the board of the Mystic Seaport Museum, where our old headmaster, Mr. White, is CEO. First Fay School encounter that I have had in too long.”



1995

REBECCA HAFFAJEE is “excited to share that I joined the Biden-Harris Administration to serve as Acting Assistant Secretary for Planning and Evaluation (ASPE) and Principal Deputy ASPE. Thrilled to work with the outstanding ASPE & HHS team that is already accomplishing tremendous things. Now, let’s get vaccinated!”

1997

MELISSA GREENBERG-NETO is working as Chief Consumer Officer at Houseplant, a cannabis lifestyle brand that launched in the United States this spring and is founded by actor Seth Rogen and Hollywood screenwriter Evan Goldberg. Melissa was recently quoted in a March 11, 2021 *Forbes Magazine* article discussing the company’s social impact and diversity, equity, and inclusion strategies. Melissa, and her husband Ricardo, will be welcoming a little girl in July 2021.



For the Love of the Game: Jillian Carroll '15

Jillian Carroll '15 has accepted a summer internship with ESPN as the 2021 Stuart Scott Intern. The Stuart Scott internship, named in memory of the noted sportscaster and ESPN anchor, was created through a partnership between ESPN and The National Association of Black Journalists. Jillian will be working in the production department supporting *NFL Live*.

"I am honored to be representing the legacy of Stuart Scott and his industry-changing flair and style of sports journalism," noted Jillian when she announced her internship on social media. "I look forward to upholding his legacy and work ethic to produce quality sports content while learning invaluable skills. I couldn't be more excited about this incredible opportunity. In the spirit of Stuart Scott, BOO-YAH!"

Jillian first became interested in sports media in fifth grade. Her mom helped her look for opportunities to explore this new passion, which led to a one-year stint as a kid reporter for *Sports Illustrated Kids*. While Jillian ran track and played volleyball in high school, it was her role as the manager of the Deerfield boys varsity basketball team that made her realize she could be an impact player on the sidelines. At Deerfield, she started writing for the sports section of *The Deerfield Scroll*, which led to editing

the sports page and ultimately serving as editor-in-chief of the newspaper. "I love writing about any sport and every sport," says Jillian. "I especially love reporting on what athletes are doing off the field. There are plenty of people analyzing games and statistics, but I don't think we hear enough about the amazing things that many athletes do off the field to give back to their communities, making sure other kids have the same opportunities that they did." Jillian has just completed her junior year at the University of Southern California, where she is a journalism major in the Annenberg School for Communication and Journalism. Jillian is a Presidential Scholar and a Wallis Annenberg Scholar at USC.

Jillian hopes to work in sports broadcasting in front of the camera either as a sideline reporter or an analyst. Her dream job would be to host her own show someday, like Stuart Scott. Best of luck, Jillian!



Finding Meaning Amid Loss: Maryanne O'Hara P'98

Writing a personal memoir was never something that interested Maryanne O'Hara, but when she lost her daughter Caitlin O'Hara '98 to cystic fibrosis in 2016, it became a way to find meaning and purpose amid devastating loss.

Cystic fibrosis is a complicated disease that doctors were still struggling to understand and treat in Caitlin's early years. Periods of near normalcy were interrupted with sudden medical crises. Maryanne became serious about writing during Caitlin's time at Fay. After earning her MFA from Emerson College, Maryanne embarked on a career writing and editing short fiction and teaching creative writing at

Emerson College and Clark University. Her debut novel, *Cascade*, was published in 2012 and selected as a Boston Globe Book Club inaugural pick and a finalist for the Massachusetts Book Award. However, soon after its release, Caitlin's health deteriorated rapidly to the point that she was placed on the lung transplant list. Maryanne describes the three years they spent waiting for the transplant call as a kind of "twilit limbo."

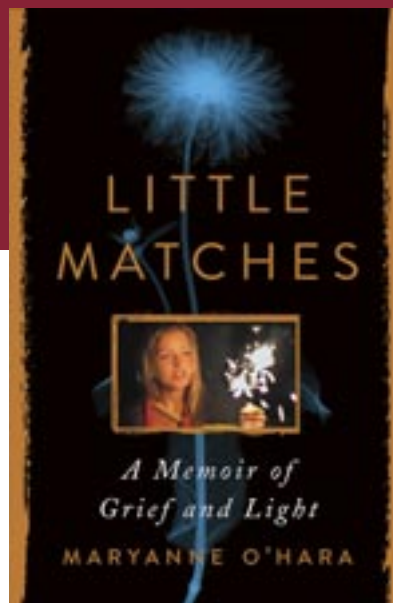
In the end, the call came, but too late for Caitlin's fragile health. She passed away in 2016 at age 33.

In the midst of excruciating grief, Maryanne found herself writing more on the *9LivesNotes* blog she had started during Caitlin's illness, and sharing stories became a way to find meaning. She began to notice signs and synchronicities in daily life that hinted again and again of Caitlin's enduring

presence. She decided to tell the story of this journey “not to share misery or to relive it, but to ask the big questions and to hopefully inspire people to think about what’s really important at the end of the day. The only thing that felt right was writing a book,” she says.

Little Matches: A Memoir of Grief and Light was published by HarperOne in April 2021. It has already been selected as a *People Magazine* Book of the Week, and *The Boston Globe* featured *Little Matches* on April 15 in its “Story Behind The Book” column.

It is clear in the book that Caitlin drew incredible strength from the deep friendships that she nurtured, and in turn, was nurtured by throughout her life. “Caitlin’s close friends from Fay are still our close friends,” notes Maryanne. At Fay, they formed a group called the Unconditional Love Group (UCL for short) and vowed to love each other



unconditionally forever. “When Caitlin turned 21, they presented her with a big “UCL Scrapbook” full of photos and pages from their growing up years,” recalls Maryanne. Later, when Caitlin was so sick that even washing her hair was too exhausting, their act of unconditional love and care was to fly Caitlin’s favorite hairstylist from Boston down to Pittsburgh to cut and color her hair.

However, for much of Caitlin’s school years, it was her deceptive normalcy that posed one of the most significant

challenges. Cystic fibrosis is measured by lung function. Although Caitlin’s lung function was 90% during her time at Fay, she was prone to serious lung infections. She also required a once or twice-yearly “cleanout” composed of two weeks of IV antibiotics and respiratory treatments to maintain her baseline. At age 11, a particularly horrible lung infection ruined a lobe in her lungs, requiring surgery and months of hospitalization. Maryanne recalls taking a photo of Caitlin, whose sports team nickname was ‘pitbull,’ during a basketball game in the Fay gym just weeks before the surgery. “I remember looking down the court to take that photo and thinking that you would never know this person has to have part of her lung removed.” It was always hard for people to understand that there was something wrong with her, adds Maryanne, because she looked so normal. By the time she was ready for transplant and needed oxygen 24/7, she recalls Caitlin saying that she, “used to dread that this day would come, but at least now people understand, because I look as sick as I am.”

Maryanne is finding that Caitlin’s story, and her own, have resonance with people who may not have experienced the particular challenges of cystic fibrosis but understand all too well the challenge of invisible illness. “You could look at someone like Caitlin, who looked so completely normal, and never know, but everyone has an invisible something,” says Maryanne. “I think that’s an idea that young people, in particular, respond to because everything can look great on the outside, but in reality, we all have something we are struggling with.”



Caitlyn and Maryanne O'Hara

The Gap Year Gang

CALEB RESKE '17 AND JACK GRIFFIN '17 TAKE ON THE APPALACHIAN TRAIL

While Caleb Reske and Jack Griffin hadn't stayed in touch after leaving Fay, they realized in a serendipitous Zoom reunion last spring that they had both been contemplating the same big idea: taking a gap year and hiking the Appalachian Trail. With college acceptances in their pockets, Caleb to Yale and Jack to Harvard, neither was particularly enthusiastic about spending their freshman year in remote learning. So, they deferred college for a year and hatched a plan to make a NOBO (north-bound) trip up the Appalachian Trail starting in March at Springer Mountain in Georgia and arriving at Maine's Mount Katahdin in mid-July. Jack and Caleb were less experienced than many AT hikers, but they found that the quick camaraderie that forms among fellow hikers flattened the learning curve. "Once we got on the trail, everyone taught us so much," says Caleb.

We caught up with Jack, trail name "Babushka," and Caleb, trail name "Sun-Dried," in Unionville, New York (mile 1,450) in mid-May, where they shared some of the highlights, unexpected perils, and lasting lessons learned on the trail thus far.



First, how did you come by your trail names?

Caleb: I got mine on the second day. I was thinking about food, and you can't eat vegetables out here, but I saw some sundried tomatoes, and I was trying to get everyone to try them. So they said we should call you "Sun-Dried." Also, I did have a sunburn.

Jack: I lost my hat and was wearing a gaiter around my head. I was going to dump out my soup bowl in camp, and someone said I looked like an old Russian woman, which turned into Babushka. You are supposed to have someone else come up with your name, but sometimes people come up with their own, and it always sounds like they're trying a little too hard. The Enigma? Yeah, that's not going to stick!

Of all the things you could have done this year, why the Appalachian Trail?

Jack: At first, it was simply because I didn't want to do online classes; that seemed like a waste of a year. What drew me to the AT was that it's such a simple lifestyle. There is so much going on in our regular lives and so many things to handle, but this is simple and enjoyable. Every day I get to go for a hike and enjoy nature. Plus, I'm doing something productive with my year.

What is the best thing you have seen or experienced on the trip so far?

Caleb: There are a lot of views along the AT, but I really like the smaller-scale beauty of walking into a beautiful glade or an idyllic farm field.

Jack: I totally agree with Sun-Dried. We walk for hours in the woods, and there's nothing that you would take a picture of, but it's such a happy environment. A scientific study showed that just looking at a picture of a tree has a calming effect. We're practically meditating out here!



What item in your pack has proved to be the most important?

Caleb: I can tell you the least important. I started with a tent, but I lost my tent poles, and then they sent me the wrong size, and the next ones got lost in the mail. So fate does not want me to have a tent!

Jack: Well, I still have a tent, and I think it's pretty important, but I am most grateful for the shoes I am wearing. They're waterproof, and my socks aren't wet. It's the little things out here like having my shoes keep my feet dry.

Caleb: I have a friend who got trench foot because his feet stayed wet for days. Foot care is important!

*What new skills have you acquired on your travels so far?
Anything that you will bring back to life after the AT?*

Jack: I now know how to hang a bag so that a bear can't get into our food, but the biggest thing that I think I'll bring back to real life is that I can sit with myself and my thoughts. I didn't use to be able to do that, so this was a good way to learn how to slow things down.

Caleb: And I did learn how to cook in a rusted old tomato paste can, but since going into quarantine last spring, I haven't made any new friends. This experience has restored my previous ability to make friends.

We wish Jack and Caleb lots of luck on the rest of their journey! Any Fay friends who would like to track their adventures can follow their Instagram @gapyeargang.





2007

JAKE KIM checked in recently with an update! He has been working on a variety of hip-hop/rap recording projects with classmates and friends **KIYOMI SHIOTA**, **NATE CHU '06**, and **DABIN AHN '04**. Jake feels a strong drive to use music to build community. He explains, “My goal as a musician is to establish a strong Asian-American audience and community in Boston to empower and share our immigrant experience through the music we produce.” You can hear some of Jake’s music by searching for Gonhills on Spotify.

Cover art for the single “Big Fish” was created by Kiyomi Shiota '07.

2012

SAM VOGEL writes, “I graduated from Skidmore College in 2019 and have spent time since then leading backpacking trips in Wyoming, Colorado, and Oregon. I have been able to work as an environmental educator in Jackson Hole, Wyoming. Subsequently, I served in the Peace Corps working on sustainable agriculture projects in Jamaica through the early months of 2020 before Covid shut the island down. I hope 2021 is much better for all my Fay classmates than 2020!”

2018

NICHOLAS SALVEMINI will be attending Rochester Institute of Technology (RIT) this fall, where he was accepted into the Advanced Dual Major/Masters program studying computer science. Nicholas has also received a full Air Force ROTC scholarship; he will participate in ROTC throughout his time at RIT, will be commissioned as an officer upon graduation, and will have the opportunity to serve on active duty. **MAZIN HUSSEIN** writes, “I graduated from Williston Northampton School this year and will attend Duke Kunshan University next year.”



Exciting athletics news: **ANDREA REYNOLDS '17** was part of Boston College’s winning lacrosse team at this year’s NCAA Division I Women’s Lacrosse Championship! The BC Eagles defeated Syracuse University 16-10.



In Memoriam

ROBERT TYTUS COOLIDGE '47 *May 26, 2021*

Robert Coolidge passed peacefully at his home in downtown Montreal at the age of 88. His son, Miles, was with him. Born in Boston, Massachusetts in 1933, Robert attended Fay, Groton School, and Harvard University, where he received his bachelor's degree in 1955. He met his wife-to-be, Ellen Leonard Osborne, at UC Berkeley while pursuing a master's degree there in history. After their marriage, they relocated to Oxford, UK while he completed his studies at Oxford University's Oriel College, receiving a BLitt and welcoming his first son, Christopher, into the world in 1962.

As a permanent resident of Quebec since accepting a position at Montreal's Loyola University as Professor of Medieval History in 1962, Robert nevertheless embraced his identity as a U.S. citizen with pride. He maintained a childhood fascination with genealogy throughout his adult life, tracing his ancestry to forebears such as Thomas Jefferson, Pocahontas and James Rolfe, as well as, appropriately for a medievalist, Charlemagne. His enthusiasm for genealogy served him well for his 27-year tenure as Historian for the Monticello Association in Charlottesville, Virginia.

Robert and his family spent many summers at their camp on New Hampshire's Squam Lake, surrounded by his brothers, uncles and aunts, and many cousins. Here he nurtured long-standing interests in the natural environment, advocating forcefully for wise watershed management, with special attention

to the lake's common loon and bald eagle populations. His love of nature blended with his deeply felt Christian faith at Squam Lake's outdoor Chocorua Island Chapel, which he described as his favorite place on Earth.

Robert's Christian faith guided much of his life. His studies at the Episcopal Divinity School in Cambridge, Massachusetts, led to his ordination as a Permanent Deacon in 1967. He was a devoted parishioner of Christ Church Cathedral in Montreal, where he also served as Deacon, for many years. Robert expressed his passion for this office by founding the Montreal Fund for the Diaconate in 1984, a registered non-profit that supported Diaconal studies for the Anglican Church throughout Canada.

Robert is survived by his ex-wife, Ellen Coolidge; his brothers, Lawrence and Nathaniel Coolidge; his sons Christopher, Matthew and Miles Coolidge; and four grandchildren.

CHARLES PAINTON '53 *March 16, 2021*

Charles M. "Charlie" Painton, 82, of Marlborough, Massachusetts, passed away peacefully on March 16, 2021 at home, surrounded by his family.

Charlie was born Jan. 10, 1939 to the late Helen (AuClaire) Painton and Melvin Painton in Marlborough. After Fay, Charlie graduated from the Forman School in 1957 and then served in



In Memoriam

the United States Air Force. Following his honorable discharge, he began his career with the New England Company/Verizon and retired after 40 years of employment.

Charlie was a member of the Marlborough Lions Club, serving as president from 1978-1979, and honorary chaplain. He was honored with the Melvin Jones Fellowship Award by the Lions Club in 2006. Charlie also served 20 years as a Master Mason and received many awards for his service.

Charles leaves his wife of 60 years, Christa (Finkel) Painton; their children Lisa, Christina, and Charles J Painton; four grandchildren; and many family members and close friends. He was predeceased by his daughter, Heidi.

DONALDSON S. MOORHEAD '55 *May 9, 2021*

Donaldson St. Clair Moorhead II passed away gently in his sleep on May 9, 2021 with his family and dog, Angus, by his side. Donaldson, or “Don,” was born in Kansas City, Missouri on August 18, 1941 to William Paul Moorhead II and Nancy Ireland. He was raised in Winchester and Wayland, Massachusetts. After Fay, he attended Wayland High School, where he was a star quarterback for the football team. Don went on to the University of Rhode Island, where he majored in agriculture management with an eye towards forestry but instead found fulfillment in his life-long career in construction management.

Don’s upbringing in the Northeast instilled in him a love for the raw beauty of the landscape—its coastline and verdant forests. This appreciation of nature led to a passion for the aesthetic potential of wood that informed his finish carpentry and fine woodworking. The subtle beauty of his furniture pieces and custom boxes demonstrated the art and mastery of his craft.



An avid reader and autodidact, Don relished sharing the tomes that shaped his life philosophy over a home-cooked, gourmet meal. Many were grateful recipients of these memorable feasts, including his beloved dogs. In addition to his parents, Don was preceded in death by his brothers William Weil and Christopher Moorhead. Don leaves his wife, Sallie Crittendon; his son, William Paul Moorhead III; his daughter, Skye Moorhead; his brother, Elliott Moorhead; his three sisters, Parry Moorhead-Lins, Beth Silverman, and Cameron Johnson; his stepchildren Delia Cunningham and Rufus Percy; and many relatives and friends.



NATHANIEL BRADLEY '58 *February 17, 2021*

Nathaniel C. Bradley passed away peacefully at home on February 17, 2021, following a period of declining health. Nat was born on April 5, 1944 in Boston, MA to Cameron "Cam" Bradley and Anne Louise Schieffelin "Co" Bradley. He spent his younger days growing up in Southborough with his three sisters on Wolfpen Farm.

After Fay School, Nat graduated from St. Paul's School in Concord, New Hampshire, and from Babson College in Wellesley, Massachusetts. He went on to earn his RN at Massachusetts General Hospital in Boston; he then entered the army and was sent to Vietnam to care for wounded soldiers, children, and whomever needed his loving care. He was the night supervisor at Metropolitan State Hospital for Children for many years, before moving to Gouldsboro, Maine, where he worked for many years at Winter Harbor Marina before retiring.

Nat volunteered with several organizations in the Ellsworth/Gouldsboro area. He leaves behind his loving family: Jane Segal Bradley, Helen "Puff" Uhlman, Edith "Dodie" Perkins, and Sheila and George "Chipper" Daley, in addition to nieces Holly Sears Parmenter, Jennifer Jay Nelson, and nephews Christopher Cameron Curtis, Duff David Uhlman, and William Schieffelin Perkins.

JAMES A. MCCAW, former staff member *February 11, 2021*

James A. McCaw, 87, of Woodbridge, Virginia, died February 11, 2021 after a period of failing health. He was the husband of the late Jean (Farnsworth) McCaw, who died in 2004.

He was born in Pawtucket, Rhode Island, the son of the late William and Elsie (Calvert) McCaw. After living in Southborough for 37 years, he moved to Bluffton, South Carolina, in 2006, and finally to Virginia in 2018.

Mr. McCaw was a United States Navy veteran of the Korean War and went on to work as the director of buildings and grounds at Fay. He was a master electrician and served as the electrical inspector for the town of Southborough. He also was a volunteer member of the Southborough Fire and Police Departments.

Mr. McCaw is survived by his brothers, Norman and Donald; children, Steven McCaw, Sandra McCaw Saari, Colleen McCaw '77, and Newell McCaw '77; their spouses, Karen McCaw, Wayne Saari, and Hope McCaw; and grandchildren Kate McCaw, Molly and Jarron Withers, and Sarah and Alex McCaw.

The 1866 Society Honor Roll

The 1866 Society honors those individuals who have helped ensure the continued vitality of Fay by providing a legacy gift to the School in their estate plans. Membership in the 1866 Society serves as an inspiration for all those who share Fay's values and wish to make an invaluable contribution to securing Fay's future. For information about the Society or legacy gift options, please contact Stephen Gray at sgray@fayschool.org or 508-490-8414.

Mr. Philip G. Stevens '14, P '54*
 Mr. and Mrs. John R. Camp '16, P '52, '53, '55*
 Mr. Robert A. Pinkerton '17*
 Mr. Robert Gilmor '21*
 Mr. George A. Forman, Jr. '25*
 Mr. A. Watson Cocroft '28*
 Mr. David R. Donovan '29*
 Mr. Robert M. Burnett '30, P '69*
 Mr. Charles M. Fair, Jr. '30*
 Mr. Efreim Zimbalist '31*
 Mr. Malcolm A. Stevenson '39*
 Prof. Michael D. Coe '41*
 Mr. Forrest E. Mars Jr. '45*
 Mr. Henry F. Wood, Jr. '45
 Mr. George E. Adams '46*
 Mr. Charles W. D. Bassett '48*
 Dr. Anthony S. Abbott '49*
 Mr. Campbell Steward '48, P '78
 Mr. Thomas C. Sheffield, Jr. '50
 Mr. Alan F. Brooks '51
 Mrs. Carolyn Enders, P '51*
 Mr. Kenneth A. Marshall, MD '52, P '90
 Mr. Herbert L. Camp '53
 Mr. David O. Whittemore '53, P '83, '84, GP '23
 Mr. Charles E. Wood '53
 Mr. David Cheever III '54*
 Rev. Bruce B. Lawrence '55
 Mr. Robert D. Gray '55
 Mr. J. Thomas Chirurg '56
 Mr. William F. Elliott '56* &
 Ms. Catherine M. Downey
 Mr. Douglass N. Loud '56
 Mr. Lawrence J. Braman '57
 Mr. James F. Curtis III '57
 Mr. Leonard A. Grace '57
 Mr. David W. Harris '58
 Mr. Richard S. Sellett '58
 Dr. Frederick B. Brewster '59
 Mr. Charles E. Cerf '59
 Mr. Michael H. Holden '59
 Mr. John L. Birkinbine, Jr. '60
 Mr. Daniel C. Burnes '60
 Mr. Whitney A. Beals '60
 Mr. R. Lansing Offen III '61
 Mr. Charles P. Pieper, Jr. '61

Mr. Peter G. DuPuy '62*
 Mr. Philip R. Morgan '62
 Mr. Joseph H. Pyne '62
 Mr. J. McKim Symington, Jr. '62
 Mr. Robert S. Waters '62
 Mr. Daniel M. Morgan '63
 Mr. W. Bristow Gannett, Jr. '64
 Mr. James F. Millea, Jr. '64
 Mr. John D. Reichert '66
 Mr. LeRoy L. Walker III '66
 Mr. Winfield A. Foreman III '67
 Mr. William B. Gannett, P '64, '66, '67*
 Mr. Jonathan D. Chase '68
 Mr. Ford A. Edwards '68
 Mr. James O. Murdock III '68
 Mr. Robert K. Raeburn '69
 Mr. Alan G. Redden '69
 Mr. William D. Werner '69
 Mr. George C. Gebelein III '70
 Mr. and Mrs. John L. Hettrick, Sr., P '70*
 Mr. and Mrs. Robert L. Werner, P '69, '72*
 Mr. and Mrs. Vincent P. Trunfio, P '71, '75
 Mr. Harold A. Davis '73
 Mr. Paul R. Vogel '73
 Mr. Lawrence G. Davis '74
 Mr. Victor J. Melfa, Jr. '74
 Mr. James C. Rhoades '77
 Mr. James P. Shay '78; P '15, '17
 Dr. Katherine F. Worthington '80
 Mrs. Claire Skrzypczak, P '76, '78, '81*
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 Mr. Edward T. Hall*
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 Mr. and Mrs. A. L. Robinson, Jr., P '83*
 Mr. Lawrence A. O'Rourke, P '83
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 Hinda Drotch, P '83, '86, '89, GP '26, '28
 Mr. Burton C. Gray, Jr. '85
 Mrs. Jill McElderry-Maxwell '85
 Mrs. Edith B. Perkins, P '86
 Ms. Susan Alford, P '87
 Dr. and Mrs. I. Craig Henderson, P '87

Mr. Reid B. Prichett '87
 Mr. John Turner '87
 Mr. Shelby K. Wagner '87
 Mr. Jason G. Duncan '88
 Dr. and Mrs. Henry O. White, GP '78, '82, '84
 Mr. Trevor P. Prichett '89
 Mr. and Mrs. W. David McCoy, P '90
 Mrs. Beverly LaFoley, P '92
 Mr. Glenn A. Prichett '92
 Ms. Lise W. Carter, P '93, '94, '00
 Mr. Charles D. Stone '94
 Dr. and Mrs. Stephen P. Stone and
 Lisa Stone P '94
 Mrs. Kenley A. Busteed '98
 Mr. James A. McDaniel, P '98, '00
 Mr. David Nelson, P '99, '01
 Mr. and Mrs. John A. Currie, P '02
 Ms. Bernadette L. Session, P '02
 Mr. and Mrs. Richard and
 Maria Sebastian P '03, '07
 Ms. Judith P. Grey, P '03
 Ms. Jane Bourette, P '03, '05
 Ms. Anne Marie Durkot, P '04
 Mrs. Joyce Bertschmann, P '07
 Mr. and Mrs. Mark and
 Lee-Anne Saccone, P '09, '12
 Mr. and Mrs. Alexander and
 Kathleen Tournas, P '09, '12
 Mr. Philip J. Hogan, P '11
 Mr. David Lyons and
 Mrs. Laurie Vance, P '11, '12, '16, '19
 Mr. Robert J. Gustavson, Jr., P '12, '17
 Mr. and Mrs. Dennis and
 Mary Hoffman, P '13, '14, '18, '18
 Mr. and Mrs. David H. an
 Cathryn W. Schubert P '13
 Mr. Michael G. Berolzheimer, GP '16
 Mr. and Mrs. James and Paula Carafotes, P '17
 Mr. and Mrs. Charles and
 Melissa D. Bois, P '19, '20, '22, '23

** denotes deceased*

P = Parent; GP = Grandparent

One Foundation, Many Paths: Lise Carter P '93 '94 '00

Lise Carter came to know Fay well over the years, as a member of Fay's staff from 1994 to 2000 working in both the Secondary School Counseling Office and the International Student Program. Her three children, Daniel Bates '93, Emily Bates Cartmell '94, and Alex Carter '00, also attended Fay. From the dual perspectives of employee and parent, she developed an appreciation for the strength and breadth of Fay's program—and for its ability to provide a solid foundation for all kinds of students.

Lise is quick to point out that despite how very different her children are, Fay was the right fit for each of them: "Each kid found a very different path," she says, "but Fay was foundational for all of them."

After graduating from the Cambridge School of Weston and Emerson College, Daniel entered the New York art world, managing a fashion photography studio in the West Village and then serving as head of Milton Glaser's graphic design studio, both while moonlighting as a musician in Brooklyn's burgeoning experimental scene. Emily attended Williston Northampton, Northeastern University, and New York Law School, and she is currently working as a prosecutor. Alex graduated from high school in Tucson and from the University of Arizona, and he works for J.P. Morgan in technology and global strategies.

It turns out that Fay was the right fit for Lise, too. "The school meant a lot to me in terms of my own development," she adds.

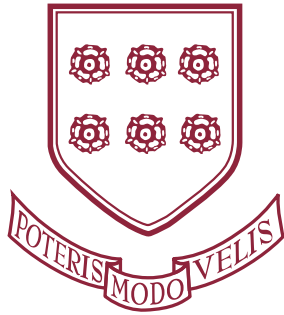


Lise Carter P '93 '94 '00, pictured far left, with her daughters-in-law Ana Carter and Arianne Wack, and daughter Emily Bates Cartmell '94.

"I met my two closest friends at Fay and made really close friendships among the parent community. The Parents' Association was an incredibly meaningful organization – it was a community builder that did important work and offered such great camaraderie."

It is for all these reasons that Lise has included Fay in her estate plans and has become a member of the 1866 Society. "I'm grateful to Fay for helping me raise my children," she says. "Very simply put: Fay absolutely provided the most solid foundation—not only in school, but for their life paths. It's deeply personal to me to thank Fay, and I just want to give back."





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